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ABSTRACT

The purposes of this manual are to provide the content area teacher with an understanding of and means for implementing reading skills in content areas. The five chapters in the manual are designed to assist the content area teacher in helping students read the materials required of that subject. Chapter one helps the teacher define reading and select ways in which reading skills can be incorporated into classroom learning. Chapter two guides school personnel through a complete needs assessment, providing information on school reading program surveys, assessing parent and community attitudes toward reading, evaluating student reading attitudes and interests, choosing and using reading tests, and evaluating textbooks and reading materials. Chapter three discusses diagnostic/prescriptive teaching strategies, focusing on the directed reading lesson. Chapter four offers specific suggestions for choosing goals and objectives for use by the classroom teacher and the total school. Included in the final section are numerous instruments for measuring the progress of the program. (RL)

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READING IN THE CONTENT AREAS

Program Planning Design

Reading Effectiveness Program
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

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Table of Contents

Preface ii

State Criteria of Excellence iii

1 What is Reading in the Content Area? 1

Definition of Reading 1

Reading Skills Checklist: Are You Doing These Things? 3

Recognizing Reading Problems 5

2 Needs Assessment 7

School Reading Program Survey 9

Staff 11

Parents/Community 17

Student 20

Attitudes and Interests 20

Evaluation: Choosing and Using Tests 28

Textbook Evaluation 60

3 Content Area Teaching Strategies 65

Prescriptive Teaching 66

Directed Reading Lesson 74

4 Program Planning Design 79

Flow Chart: Reading in the Content Areas Program Planning Design 80

Choosing Priorities 81

Goals 81

Objectives 81

Operational Guidelines for Task Group 86

Designing a Reading Evaluation 88

Plan of Action 98

Preface

The basic purposes of this manual are to provide the content area teacher with an understanding of and means for implementing reading skills in content areas. Reading in the content areas can be better understood once put into the proper perspective. Its purpose is to help students acquire those skills necessary for adequate study of any given subject. The five chapters in this manual are designed to assist the content area teacher in helping students read the materials required of that subject.

The first chapter helps the teacher define reading and select ways in which reading skills can be incorporated into classroom learning. With a basic understanding of the reading process, the teacher is then provided with information concerning the recognition of reading problems.

Most secondary teachers realize that they do have students with reading problems but are unsure of what steps should be taken to alleviate this situation. One frequently hears teachers say, "But they can't read the textbook." For this reason, it is useful to assess student reading ability and the level of difficulty of the materials. Chapter two guides school personnel through a complete needs assessment. This assessment begins with faculty, parents, community, and then moves to group and individual assessment of pupils.

After one is aware of certain needs, the next decision is to choose proper strategies to meet these needs. Meeting individual student needs in the secondary school as discussed in chapter three can be an overwhelming task. However, it becomes less formidable when teachers are given easily adaptable classroom strategies which can be used in most lesson plans. Some strategies are recommended in chapter three.

The final thrust of this manual is to help a school plan a viable reading program. Chapter four offers specific suggestions for choosing goals and objectives for use by the classroom teacher and the total school. After these are chosen, methods to implement and evaluate the effectiveness of the plan are necessary to insure the program's success. Included in this section are numerous instruments which can be used for measuring the progress of the program.

In summary, this manual demonstrates how individual teachers can be taught to apply the reading process in the content areas. This understanding and its application will assist teachers in meeting the needs of students.

The State Criteria of Excellence which follows suggest standards that should be inherent in any reading program. These criteria were developed by the State Reading Advisory Council and members of the Division of Reading Effectiveness. They are useful in enhancing or expanding the effectiveness of a reading program in the content area.

State Criteria of Excellence

1. An integral portion of any reading program should be the inclusion of ongoing needs assessment and evaluative procedures.

2. There should be coordination of all administrative and instructional facets of the reading program.

3. An effective reading program should be organized to meet individual differences among children, thereby enhancing continuous progress.

4. There should be provisions for objective assessment instruments which may include criterion-referenced measures, for better determining the instructional organization.

5. There should be staff commitment not just to teaching but to pupil learning.

6. Of equal significance is the functional involvement of parent-community representation throughout the total reading program.

7. Essential to any reading program is the inclusion of an early childhood component.

8. The instructional format should be appropriate to the sophistication of the learner and should encompass special needs and atypical reading problems among children.

9. The reading program recognizes and accommodates the implications that racial, cultural and sexual differences may have in terms of curriculum, methodology, organization and administration, and materials.

10. There should be curriculum adjustments in other subject areas for students who are unable to cope with grade level reading material.

11. There is defined curricular provision for gifted and/or high achieving students.

12. There should exist readily available quality school and public library resources and services that are maximally used.

13. Provisions should be made within the school to provide and to produce quality instructional and practice materials for distribution to teachers of reading, including materials that allow students to work independently and articulate with the defined curriculum.

14. A school's entire teaching staff at the elementary, middle and secondary levels must be equipped to help students with requisite skills to read more efficiently in the various academic subject areas.

15. Every student in the elementary, middle and secondary schools should have the opportunity to participate in a reading program.

16. The reading curriculum is defined, and information about it is disseminated to the public.

17. There is ongoing inservice education for total certificated teaching, supportive and administrative staffs that is both intensive and extensive.

18. There should be an ongoing program of preparation in reading for all substitute teachers and noncertificated staff who work in the classroom, such as teacher aides and parent volunteers, and for auxiliary personnel associated with the school.

19. Each local education agency should have a cadre of instructionally prepared reading volunteers.

20. Reading for enjoyment should be inherent in any reading program.

21. Conducive to learning is the intertwining of intellectual, social, physical and psychological factors present within the educational environment.

1 What is Reading in the Content Area?

Introductions: What is reading? How can reading skills be incorporated into an everyday classroom assignment to assist students with required reading materials?

The following chapter is designed to assist the content area teacher in establishing a working definition of reading, to have a clear-cut understanding of the skills involved, and to identify reading programs.

Definition of Reading

Directions: Let's take a look at some definitions written by "experts" in the field of reading. Read each definition carefully, considering its implications for instructional practice and then choose one definition that you like best.*

_____Reading is thinking. *E.L. Thorndike*

_____Reading means getting meaning from certain combinations of letters. Teach the child what each letter stands for and he can read. *Rudolf Flesch*

_____The process of learning to read in one's native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals. *Charles C. Fries*

_____Reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process . . . It should be developed as a complex organization of patterns of higher mental processes. *Arthur Gates*

_____Reading is a complex process by which a reader reconstructs, to some degree, a message encoded by a writer in graphic language. *Kenneth S. Goodman and Olive S. Miles*

_____Reading thus is the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience. *Emerald V. Dechant*

_____Reading is an act of communication in which information is transferred from a transmitter to a receiver . . . *Frank Smith*

_____Reading is responding. The response may be at the surface level of "calling" the word. It may be the somewhat deeper level of understanding the explicit meaning of sentence, paragraph or passage . . . It may involve going beyond the facts to the discovery of new and personal meanings. *David Russell*

_____. . . reading is the meaningful interpretation of printed or verbal symbols. *Albert J. Harris and Edward R. Sipay*

_____In one sense reading *is* the art of transmitting the ideas, facts and feelings from the mind and soul of an author to the mind and soul of the reader, with accuracy and understanding, and much more. But throughout his history man has "read" many things: the flight of birds, the guts of sheep, sun spots, liver spots and the life lines on a hand. He has read the lore of the jungle, the spoor of the beast and the portents in a dish of tea. But whatever he has read and however he has read, it has always been for "reason". *Frank C. Jennings*

_____Reading involves identification and recognition of printed or written symbols which serve as stimuli for the recall of meaning built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession. *Miles Tinker*

_____Reading is a skill. More specifically, reading is a group of skills that extend in a hierarchy from simple to complex. The successful reader can perform each of these skills in this hierarchy. *Gerald Duffy and George B. Sherman*

_____Reading is the ability to recognize, say, and understand the printed symbols on a page. Reading is a skill or tool which helps an author communicate with a reader. *James A. Smith*

Working Definition of Reading

Reading is:

Directions: Write your answers to the following questions and be prepared to share them with the total group:

1. What are the similarities and/or differences between your definition and the one you selected from those listed above?

2. Why did you choose the particular definition you selected?

3. Have you altered your definition of reading? Why?

4. Has reading any of the above definitions and/or participating in the simulation, and/or interacting within the group served to confirm your own wisdom and/or good judgment in preparing your own definition? Why?

You should now have what we'll call a "working" definition of reading. We call it a working definition not because it necessarily "works"; but instead because you may want to continue to "work" on it and because you can use it as a basis to select and/or write — and place in order of priority — long-range instructional goals or pupil outcomes for reading.*

*This material is adapted from *The Diagnostic-Prescriptive Instructional Design*, a manual published by the Division of Reading Effectiveness, Indiana Department of Public Instruction in 1976. This portion was written by Darryl J. Strickler, an Indiana University professor.

Reading Skills Checklist: Are You Doing These Things?

Now that you have established a working definition of reading, the next step is to gain an understanding of the various skills involved in the reading task.

"Are You Doing These Things?" is a checklist designed to assist content area teachers in identifying appropriate reading skills and their corresponding categorization. The following list can be divided into three or four major categories. In order to fully understand the skills you wish to select for classroom focus, they should be organized by category. From the following list select the three or four categories under which the rest of the skills can be listed.

Categories

1. _____ 3. _____

2. _____ 4. _____

____using concrete experiences

____building vocabulary

____finding the main idea

____teaching comprehension

____using supplementary books

____using new words

____using the dictionary

____recalling facts

____listening

____selecting correct definitions

____outlining

____adjusting reading rate to purpose

____encouraging reading for enjoyment

____following directions

____reasoning (critical thinking)

____contrasting and comparing

____putting ideas in sequence

____using maps

____summarizing

____using graphs

____using charts

____interpreting illustrations

____previewing

____understanding symbols

____notetaking

____understanding cause and effect relationships

____categorizing information

____reinforcing study skills

Identify by marking the remainder of the skills which you presently emphasize (+) and those which you do not emphasize (—) in your classroom. Discuss and define each one of these skills as they apply to a given content area.

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____reinforcing study skills

Identify by marking the remainder of the skills which you presently emphasize (+) and those which you do not emphasize (—) in your classroom. Discuss and define each one of these skills as they apply to a given content area.

Directions: Now that you have identified and defined the skills from the previous page you can organize and select those skills which you feel are pertinent to your classroom situation. List the categories you selected from the previous page and under each category list the skills you plan to implement in your content area.

CATEGORY – _____

Items

1.
2.
3.
4.
5.
6.
7.
8.

CATEGORY – _____

Items

1.
2.
3.
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7.
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CATEGORY – _____

Items

1.
2.
3.
4.
5.
6.
7.
8.

CATEGORY – _____

Items

1.
2.
3.
4.
5.
6.
7.
8.

Recognizing Reading Problems

A student who has reached the upper grade levels is usually very sensitive about a reading problem and unlikely to inform his teacher(s) of this inability. However, the teacher may observe certain danger signals exhibited by this student.

Every student has the ability to learn in the content areas, even though this ability may vary greatly by degree and process. For example, some students learn more by listening, although the ability to read at grade level is expected and reading is the most widely used process in the content area classroom. However, if the teacher is aware that students learn well by listening to directions but not so well when they read them independently, the teacher knows that students are able to learn if instruction is adapted to meet their needs.

In order to teach most effectively, it is important to recognize students who may not be able to read required materials independently. In addition to the example just given, the following behaviors may signal possible reading problems.

Observation Checklist

Some students may:

- be able to read orally, but not respond to the ideas.
- be able to respond to literal questions but cannot put the ideas into their own words
- not be able to follow oral or written directions
- have poor handwriting
- be poor spellers (however, good readers are sometimes poor spellers)
- be discipline problems
- not participate in classroom discussions
- move lips regularly in silent reading, point or move head to follow line of print
- lose place while reading
- hold the book too close
- lack ability to adjust pace to type of reading
- show academic achievement that is not equal to their ability
- be uninterested in reading, therefore reading only what is required (if even that)
- be unable to build or maintain a sight vocabulary
- have a history of failure in school
- often have emotional problems that are closely related to reading problems
- speak better than they write
- refuse to read orally or hesitate and then stutter when attempting to do this
- tend to have inadequate personal adjustment toward school
- be socially immature
- have the attitude "I just don't care"

If students show any of the above symptoms, an inquiry into their reading strengths and weaknesses should be made. This can be done by choosing a typical passage from the text, asking students to read it orally on a one-to-one basis, and if possible, marking their errors. If students make more than five pronunciation errors in one hundred words, the material is too difficult for them. It is useful to ask questions about the passage to make sure that students are not just word calling, or reading without comprehension.

Oral Reading Checklist

The student may:

- show marked insecurity and tension movements
- read in an artifical and jerky manner
- read too rapidly
- read one word at a time
- guess wildly at words
- make little use of context clues
- not pay attention to the endings of words, i.e.: *horse* for *house*
- make repetitions
- show inattention to punctuation

If students have reading problems they are at a great disadvantage in most content area classes unless compensation is made. Some of the following suggestions will help teachers cope with reading problems in the classroom. Choose the ones that meet your situation and your needs.

1. Know the reading level of the text. This can be done by using a readability formula. One formula is discussed in the manual on page 62.

2. Reinforce skills through games whenever possible.

3. Take adequate time to introduce the text and to discuss how it may be read effectively.

4. Let students work in pairs.

5. Pronounce the words clearly then have the students pronounce them. When new vocabulary is introduced, ask the students to use the words in a sentence.

6. Keep testing to a minimum for these students. Read the test to them if necessary.

7. Teach the students a method to follow in attacking new vocabulary:
   a. Look for context clues.
   b. Look for word parts.
   c. Shift pronunciation and accent.
   d. Go to the dictionary.

8. Try Sustained Silent Reading.
   a. Have interesting materials of different reading levels. Make the students responsible for

bringing their own reading materials, including books, newspapers, magazines, etc. as long as these materials are pertinent to your subject area.

b. Use a kitchen timer, not a classroom clock. Begin with three minutes and work up to 10 minutes.
c. Read to set a good example.
d. Do not question or test over the materials read, but ask students to voluntarily share something of interest.

9. Preview a lesson to give all students a good beginning.

a. Read and discuss the chapter title.
b. Read and discuss the subtitles.
c. Discuss the visuals.
d. Read the first paragraph. Discuss who, what, where, why, when, how, how much, and how many.
e. Read the concluding paragraph and ask the appropriate questions from d.
f. Preview chapter questions before silent reading to set the purpose.

10. Reduce the content of the lesson to a 10-minute cassette tape. The student listens and follows visually, orally and/or tactilely.

11. Make adjustment in the length of assignments. Research shows that the student with any reading difficulties may spend 10 to 15 times longer reading an assignment than a better reader. Students with reading problems may become frustrated and discouraged if they are expected to read an excessively long passage.

Summary: In order to assist students in reading the required materials, it is important that a content area teacher have a working definition of reading. This definition becomes meaningful to the individual teacher when it is defined in terms of that particular teacher's instructional focus. Likewise, the reading skills selected for classroom instruction will depend upon the content area being taught.

The math teacher, for example, may feel that the reading of charts and graphs is essential to the student's ability to read math materials. Thus, this teacher may focus heavily upon this skill. The social studies teacher may feel that understanding cause and effect relationships is basic to successfully reading the social studies materials, hence instructional focus will be weighted toward this skill.

It is important for the teacher to have all the reading skills clearly defined and then to effectively manage instruction to incorporate those pertinent to a given content area.

Certainly instructional focus should be left to the discretion of the teacher; therefore, it is important that a content area teacher have a clear-cut definition of reading, a thorough understanding of the skills involved in reading, and knowledge of the problems faced by students with reading difficulties.

2 Needs Assessment

Introduction: Needs assessment implies an evaluation process that will yield information directed towards answering specific prerequisite questions that focus on certain antecedent conditions. These questions and antecedent conditions, the goals and objectives of a program, are essential in implementing a comprehensive needs assessment. It is essential that one identify what it is one wants to know before gathering and analyzing data. Many times the presumptuous utilization of already collected test data places constraints on program design. The parameters of the test determine the scope and direction of the program rather than the knowledge of educators and people involved in the learning process.

The Division of Reading Effectiveness views needs assessment as more than analyzing individual scores or the mean gains in test scores from year to year. It recognizes that educational outcomes should focus on the *student* and his ability to make "sound" judgments, to think creatively and critically, to interact, to probe and discover knowledge, both independently and in concert with others. Many of the endless educational outcomes cannot and should not be evaluated through paper-and-pencil-type testing.

It is not enough to evaluate students' growth as an ongoing process; one must also analyze the reasons or elements that combine to produce these outcomes. Identifying student attitudes and interests, teacher characteristics, staff development patterns, parent and community involvements, home environment, general attitudes concerning learning, resources, facilities, and financial priorities are vital to a successful program that focuses on the individual.

Primarily, the focus of the Division of Reading Effectiveness program planning/needs assessment model is to promote a greater realization of the need to communicate professional ideas, to share hopes and even dreams, to get involved with every imaginable aspect of learning in an organized manner solely to enhance and benefit the individual student.

As nearly as possible, the entire school staff should be involved in the needs assessment since each can contribute according to his own unique viewpoint. In addition, the needs assessment process can be educational in itself since it forces one to look at a program in greater detail than might ordinarily be done.

This needs assessment model has a two-fold purpose: 1) to present an awareness of the components that personnel from local school corporations may want to consider in designing a needs assessment; 2) to present a system by which school personnel could monitor, report, and analyze collected data. A needs assessment may include all or most of the following:

Elements of Need Assessment

1. Student
   a. Determine interests and attitudes of students.
   b. Determine to some degree learning style(s) of students.
   c. Determine the present reading levels of students.
   d. Isolate the specific kinds of reading problems the students are having (e.g., phonics) and, at the level of the individual classroom, narrow down even further (e.g., blends).
   e. Measure (or determine) the student's reading potential.
   f. Determine as nearly as possible the causes of underachievement.
2. Personnel
   a. Inventory the present personnel in the reading program, including teachers and reading specialists. This inventory should include their training, experience, abilities, and orientation.
   b. Inventory nonreading personnel who are available, e.g., psychologists, speech and hearing therapists, guidance counselors. This inventory might also include their knowledge of reading and of the factors which can interfere with effective reading.
3. Parent and community
   a. Inventory or survey parents.
   b. Inventory or survey members of business community.
4. Present reading program
   a. The location in the school (e.g., classroom, reading lab).
   b. The basic approaches used (basal readers, individualized reading, phonics emphasis).
   c. The time available for reading.
   d. The type of classroom grouping and organization (self-contained, departmentalized, open classroom, team teaching, Joplin plan and other specialized plans).
   e. The use of reading specialists (e.g., one-to-one remedial teaching, consultant to classroom teacher, resource centers).
   f. Inservice training in reading for specialists and classroom teachers.
   g. The present reading evaluation program,

including recordkeeping patterns.

h. The impact on the reading program of other school programs (e.g., Title I and other "Title" programs, the use of aides, etc.).*

5. The school plant and resources
   a. The size, location and resources of the school library.
   b. The reading resources and materials — machines, audiovisual equipment available in the classrooms or elsewhere in the building.
6. The availability of fiscal resources
   a. Money available to the reading program from the local school budget.
   b. "Title" monies.
   c. Private foundations.
7. Professional resources available
   a. Specialized clinics, reading centers, colleges and university departments, private reading specialists, the Indiana Department of Public Instruction.
   b. Consultant help available from sources similar to the above.
   c. Mental health centers, psychologists, psychiatrists, private reading tutors, etc.

The above outline can be expanded or shortened to conform with the kind of needs assessment desired locally.

Succeeding sections contain procedures for reporting collected data and sample survey questionnaires to parent, student, instructional assistant, and teachers. Presented along with the teacher and instructional assistant attitude survey is a self-appraisal questionnaire. These samples should be adapted and modified to fit the needs of any given situation.

The remaining portion of this chapter contains information about the various types of tests and means of evaluating textbooks.

*This material is reprinted from *Reading Effectiveness Program Planning Design*, a manual published by the Division of Reading Effectiveness, Indiana Department of Public Instruction in 1976. See the article for a more detailed discussion.

School Reading Program Survey

The purpose of this survey is to gather information about the reading program in your school.

Name _____ School _____

Address _____

School Corporation _____ County _____

Position: Administrator ☐ Teacher ☐ Specialist ☐

Background Information

1. Number of teachers in school _____

   Number of teachers involved in reading program _____

2. Average class size
   - ☐ below 15
   - ☐ 16-25
   - ☐ 26-35
   - ☐ 36 or more

3. Is assignment of pupils
   - ☐ heterogeneous
   - ☐ homogeneous
   - ☐ other (specify) _____

4. Do most classrooms have a collection of library books?
   - ☐ Yes
   - ☐ No

5. Are dictionaries available in classrooms?
   - ☐ Yes
   - ☐ No

6. Is a set of encyclopedias available in classrooms?
   - ☐ Yes
   - ☐ No

Information on Testing Program

7. Is an achievement battery containing a reading test section administered?
   - ☐ Yes
   - ☐ No

   Indicate grade level and test used _____

8. If your response to question 7 was yes, when are achievement tests administered?
   - ☐ Fall
   - ☐ Winter
   - ☐ Spring
   - ☐ Fall and Spring
   - ☐ Other (specify) _____

9. Is a standardized norm referenced group reading test administered?
   - ☐ Yes
   - ☐ No

   Indicate grade level and test used _____

10. Is a criterion referenced test administered?
    - ☐ Yes
    - ☐ No

    Indicate grade level and test used _____

11. Is an informal reading inventory administered?
    - ☐ Yes
    - ☐ No

    Indicate the inventory used _____

12. Are individual diagnostic reading tests administered?

☐ Yes

☐ No

Indicate grade level and test used _____

Information on Reading Instructional Strategies

13. Do pupils who have difficulties in reading receive special assistance?

☐ Yes

☐ No

14. If your response to question 13 was yes, how is the assistance provided? (check all that apply)

☐ special instruction by another teacher

☐ work with a reading teacher

☐ work with a reading specialist

☐ other (specify) _____

15. Are students within the classroom frequently grouped according to reading ability?

☐ Yes

☐ No

16. Are books other than the texts provided for pupils who have difficulty with reading the materials?

☐ Yes

☐ No

17. Is specialized subject matter vocabulary introduced, defined and analyzed with pupils?

☐ Yes

☐ No

Information on Staff Development

18. Does discussion of reading occur at faculty meetings?

☐ frequently

☐ occasionally

☐ rarely or never

19. Does inservice training in reading occur?

☐ frequently

☐ occasionally

☐ rarely or never

20. Is improvement of reading instruction discussed at department meetings?

☐ frequently

☐ occasionally

☐ rarely or never

21. How do you feel reading instruction can be improved in your school?

_____

_____

_____

_____

School Reading Program Survey

The purpose of this survey is to gather information about the reading program in your school.

Name _____ School _____

Address _____

School Corporation _____ County _____

Position: Administrator ☐ Teacher ☐ Specialist ☐

Background Information

1. Number of teachers in school _____

   Number of teachers involved in reading program _____

2. Average class size
   - ☐ below 15
   - ☐ 16-25
   - ☐ 26-35
   - ☐ 36 or more

3. Is assignment of pupils
   - ☐ heterogeneous
   - ☐ homogeneous
   - ☐ other (specify) _____

4. Do most classrooms have a collection of library books?
   - ☐ Yes
   - ☐ No

5. Are dictionaries available in classrooms?
   - ☐ Yes
   - ☐ No

6. Is a set of encyclopedias available in classrooms?
   - ☐ Yes
   - ☐ No

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    - ☐ Yes
    - ☐ No

    Indicate the inventory used _____

12. Are individual diagnostic reading tests administered?

☐ Yes

☐ No

Indicate grade level and test used _____

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13. Do pupils who have difficulties in reading receive special assistance?

☐ Yes

☐ No

14. If your response to question 13 was yes, how is the assistance provided? (check all that apply)

☐ special instruction by another teacher

☐ work with a reading teacher

☐ work with a reading specialist

☐ other (specify) _____

15. Are students within the classroom frequently grouped according to reading ability?

☐ Yes

☐ No

16. Are books other than the texts provided for pupils who have difficulty with reading the materials?

☐ Yes

☐ No

17. Is specialized subject matter vocabulary introduced, defined and analyzed with pupils?

☐ Yes

☐ No

Information on Staff Development

18. Does discussion of reading occur at faculty meetings?

☐ frequently

☐ occasionally

☐ rarely or never

19. Does inservice training in reading occur?

☐ frequently

☐ occasionally

☐ rarely or never

20. Is improvement of reading instruction discussed at department meetings?

☐ frequently

☐ occasionally

☐ rarely or never

21. How do you feel reading instruction can be improved in your school?

_____

_____

_____

_____

Staff

Several surveys which assess staff attitudes and competencies are included in this section.

1. A student with reading problems would have a difficult time passing my class.

   agree /____/____/____/____/ disagree

2. If my students could read better, they would learn more about my subject.

   agree /____/____/____/____/ disagree

3. Reading is a necessary skill in my subject area.

   agree /____/____/____/____/ disagree

4. I use one textbook in my class.

   yes ☐ no ☐

5. I use multiple textbooks in my class.

   yes ☐ no ☐

6. I sometimes assign outside reading or library work to students.

   yes ☐ no ☐

7. The amount of reading required for my class

   none / below average / average / above average / very high

   /____/____/____/____/

8. My attitude toward the whole subject of teaching reading in the content area is:

   positive / wait and see / negative

   /____/____/____/____/

9. I would be interested in forming a reading task group.

   yes ☐ no ☐

10. Comments:

TEACHER QUESTIONNAIRE

Directions: Indicate content area _____
After reading each statement, please indicate whether you agree or disagree with the statement.

	AGREE	DISAGREE
Section I — Reading programs:		
1. Reading is taught indirectly through subject matter courses.	☐	☐
2. Special assistance is provided outside the classroom for students in special need of reading help.	☐	☐
3. Diagnostic reading tests are used with most or all students to determine individual needs.	☐	☐
4. Reading needs of students are determined by reading achievement tests.	☐	☐
5. Program provides means to assist teachers in formulating or selecting specific objectives for each student.	☐	☐
6. School stresses the need for developing or identifying or selecting specific objectives for each student.	☐	☐
7. Performance of students is measured in terms of objectives set for each individual.	☐	☐
8. Continuous record-keeping of class performance is systematically organized and kept.	☐	☐
9. Students are kept informed of their progress.	☐	☐
10. Students are involved in self-evaluation.	☐	☐
11. Reading materials are closely related to students' interests and reading levels.	☐	☐
12. Adequate reading materials are available within the school.	☐	☐
13. School contains a library media center.	☐	☐
14. Library contains sufficient number of books in diversified areas to meet students' and teachers' needs.	☐	☐

15. All materials are available to teachers and students on an individual basis as needed.	☐	☐
16. Teaching strategies, curriculum, interests and abilities of students, and teacher requests are considered when selecting supplementary materials.	☐	☐
17. Adequate release time for reading inservice meetings is provided.	☐	☐
18. Teachers use a variety of instructional approaches.	☐	☐
19. The school places adequate emphasis on reading.	☐	☐
20. I am pleased with the instruction I provide for students in reading.	☐	☐

Section II — Reading approaches:

Please check the procedures or approaches you use to carry out reading instruction.

1. ☐ Programmed learning — individualized materials are utilized. Materials use a linear technique, that is, the arrangement is in a simple ordered sequence.
2. ☐ Language experience — builds activities upon real language needs and experiences of students.
3. ☐ Individualized instruction — individual reading of a variety of reading materials. Teacher gives assistance to students in selecting books, checks progress, and gives instruction at regular intervals.
4. ☐ Basal readers — utilization of a series of books, workbooks, texts, and reading aids for each grade or reading level.
5. ☐ Team teaching — utilization of a number of adults for instruction instead of one teacher.
6. ☐ Aides/tutors — individuals that provide one-to-one or small group services to students in assisting the classroom or reading teacher.
7. ☐ High school students as aides/tutors.
8. ☐ Learning centers — stations set up within the classroom that focus on specific learning activities.
9. ☐ Small group instruction — students are grouped according to similar instructional levels and specific skill needs. About six to eight students are in a group.
10. ☐ Total class instruction — students assigned to a given class are taught as a self-contained unit.
11. ☐ Other — (Please comment on other methods utilized.)

Comments:

Section III — Teacher self-evaluation:

Please check the appropriate box below and/or add comments when necessary.

Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
1. Identifying a student's specific reading needs			
2. Administering an informal reading inventory			
3. Interpreting test data on students			

Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
4. Writing specific behavioral objectives on a student's needs			
5. Developing materials to evaluate performance/progress based on objectives			
6. Grouping students for instruction			
7. Managing more than one group in a classroom			
8. Selecting materials to meet specific needs of students			
9. Selecting materials that are of interest and at appropriate levels for students			
10. Selecting wide variety of reading materials for students			
11. Utilizing a variety of teaching approaches to instruction			
12. Utilizing a variety of motivational techniques			
13. Introducing concepts to students			
14. Introducing vocabulary			
15. Introducing word analysis skills			
16. Focusing on reading for details			
17. Sequencing			
18. Stressing the comprehension of main ideas			
19. Teaching critical reading			
20. Locating information			

Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
21. Reporting information			
22. Teaching work study skills: reading maps outlining following directions etc.			
23. Asking questions at different levels of cognition			
24. Maintaining students' interests			
25. Utilizing a record-keeping system			
26. Reporting students' progress to parents			
27. Individualizing instruction			
28. Using learning centers			

ATTITUDES AND INTERESTS

Questions for Teacher Self-Analysis

1. Do I value each student as a reader and respect his efforts in attempting to become a better reader?

Suggested Teacher Behaviors:

a. Determine the students' areas of strength in reading and build on these areas.

b. Avoid negative statements whenever possible. When they are made, they should be followed by positive comments.

c. Take advantage of every opportunity to reinforce positive comments students make about one another.

d. Avoid all sarcastic comments.

e. Overcome guilt feelings when a student does not succeed in skill development or improve his attitudes toward reading.

2. Do I permit students to express fears and dislikes even if they are directed toward me?

3. Do I consider the feelings of my students and give immediate attention to their needs and interests?

4. Do I convince my students that they do not need to fear making mistakes?

5. Do I believe that each student can achieve some measure of success in reading?

6. Do I rationalize that I do not have the time or materials to attend to individual needs and interests?

7. Do I change methods and materials whenever student progress indicates that the methods and materials being used are not producing the desired results?

8. Am I aware of the verbal and nonverbal ways that I communicate my feelings about reading to my students?

Questionnaire for Instructional Aides

Directions: Indicate content area _____

After reading each statement, please indicate whether you agree or disagree with the statement.

	AGREE	DISAGREE
Section I — Reading program:		
1. I have adequate knowledge about the various components of this school's reading program.	☐	☐
2. I have sufficient knowledge of the students' interests and attitudes concerning reading.	☐	☐
3. I have adequate information concerning the instructional reading level of students.	☐	☐
4. I am informed on the specific reading needs of students.	☐	☐
5. I know several approaches in identifying reading needs of students.	☐	☐
6. Lessons are planned and discussed with the classroom teacher before they are presented.	☐	☐
7. Specific reading needs of students are identified and considered when planning reading lessons.	☐	☐
8. There is a systematic and organized way to report student progress to the classroom teacher.	☐	☐
9. I have adequate reading materials to function effectively.	☐	☐
10. Adequate inservice reading training is provided by the school corporation.	☐	☐
11. I would appreciate more inservice training concerning reading.	☐	☐

Please check the procedures or approaches you use to carry out reading instruction.

1. ☐ Programmed learning — individualized materials are utilized. Materials use a linear technique, that is, the the arrangement is in a simple ordered sequence.
2. ☐ Language experience — builds activities upon real language needs and experiences of students.
3. ☐ Individualized instruction — individual reading of a variety of reading materials. Teacher gives assistance to students in selecting books, checks progress, and gives instruction at regular intervals.
4. ☐ Basal readers — utilization of a series of books, workbooks, texts, and reading aids for each grade or reading level.
5. ☐ Team teaching — utilization of a number of adults for instruction instead of one teacher.
6. ☐ Tutoring — provide one-to-one instruction to students in assisting the classroom or reading teacher.
7. ☐ Learning centers — stations set up within the classroom that focus on specific learning activities.
8. ☐ Small group instruction — students are grouped according to similar instructional levels and specific skill needs. About six to eight students are in a group.
9. ☐ Total class instruction — students assigned to a given class are taught as a self-contained unit.
10. ☐ Other — please comment on other methods utilized.

Comments:

Please check the appropriate box below and/or add comments when necessary.

Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
1. Identifying reading needs of students.			
2. Selecting materials to meet specific needs of students			
3. Utilizing a variety of teaching approaches to instruction			
4. Utilizing a variety of motivational techniques			
5. Individualizing instruction			
6. Keeping records			
7. Reporting students' progress to classroom teacher			
8. Asking appropriate questions			
9. Introducing concepts			
10. Introducing new vocabulary words			
11. Teaching word recognition skills			
12. Teaching study skills: reading maps outlining following directions etc.			

Parents/Community

PARENT QUESTIONNAIRE

Directions: This questionnaire will provide us with information concerning your attitudes toward reading. After reading each statement, please indicate whether you agree or disagree. I have children in the _____ elementary school, _____ junior high school, _____ senior high school.

	AGREE	DISAGREE
1. Acquiring effective reading skills is essential to everyday living.	☐	☐
2. I encourage my children to read at home.	☐	☐
3. My children check out books from a public library.	☐	☐
4. I feel the teachers have done a "good" job in teaching my children to read.	☐	☐
5. The school encourages and supports a strong reading program.	☐	☐
6. I purchase books and magazines for my children to read at home.	☐	☐
7. I like to read.	☐	☐
8. I feel I have adequate knowledge about the school's reading program.	☐	☐
9. Money spent on reading materials is money well spent.	☐	☐
10. I feel I have adequate knowledge concerning my children's progress in reading.	☐	☐
11. I am pleased with the school library and reading-related centers.	☐	☐
12. The school provides books and materials that relate to my children's interests.	☐	☐
13. I would like to know more about the school reading program.	☐	☐
14. I am interested and willing to help with reading activities in my child's school.	☐	☐

RESULTS OF PARENT QUESTIONNAIRE

School_____ Number of responses_____ Number distributed_____

	Number or Per Cent	Number or Per Cent
1. Acquiring effective reading skills is essential to everyday living.	Agree_____	Disagree_____
2. I encourage my children to read at home.	Agree_____	Disagree_____
3. My children check out books from a public library.	Agree_____	Disagree_____
4. I feel the teachers have done a "good" job in teaching my children to read.	Agree_____	Disagree_____
5. The school encourages and supports a strong reading program	Agree_____	Disagree_____
6. I purchase books and magazines for my children to read at home.	Agree_____	Disagree_____
7. I like to read.	Agree_____	Disagree_____
8. I feel I have adequate knowledge about the school's reading program.	Agree_____	Disagree_____
9. Money spent on reading materials is money well spent.	Agree_____	Disagree_____

10. I feel I have adequate knowledge concerning my children's progress in reading. Agree_____ Disagree_____
11. I am pleased with the school library and reading-related centers. Agree_____ Disagree_____
12. The school provides books and materials that relate to my children's interests. Agree_____ Disagree_____
13. I would like to know more about the school reading program. Agree_____ Disagree_____
14. I am interested and willing to help with reading activities in my child's school. Agree_____ Disagree_____

Analysis of responses:

Apparent problem areas:

1.

2.

3.

Possible solutions:

1.

2.

3.

COMMUNITY ASSESSMENT

While there are many variables to consider in making a comprehensive needs assessment, certainly one of the most important is the data feedback gathered from the school community. If an examination of the total child is to be made, then it is necessary for educators to focus their attention on some of the following areas:

Geographic location:

Community service organizations:

Community industries:

Recreational areas:

Racial or ethnic composition:

Attitudes toward school:

Political and government structure of community, i.e., power bases, lobbies, etc.:

Unions:

Type of dwelling, e.g., renters, apartment, etc.:

Liaisons with school:

Natural resources:

Language composition:

Median income:

Student

Student assessment takes place in both the affective and cognitive domains. On the following pages are a series of assessment instruments designed to survey a student's interests, attitudes, and cognitive performance.

All areas of student behavior/performance should be determined in order to make accurate judgments concerning student abilities in reading. It is important that more than one assessment device be used to ascertain a comprehensive view of a student's abilities.

Attitudes and Interests

SURVEY OF STUDENT ATTITUDES TOWARD READING

Circle "yes" if you agree with the statement. Circle "no" if you do not agree with the statement.

1.	I like to read.	yes	no
2.	I wish I had more free time to read at school.	yes	no
3.	I think I am a "good" reader.	yes	no
4.	Knowing how to read is very important.	yes	no
5.	I read books at home.	yes	no
6.	I check books out of the public library.	yes	no
7.	I usually understand what I read.	yes	no
8.	I know how to use a dictionary and an encyclopedia.	yes	no
9.	I like to receive books as presents.	yes	no
10.	I like to talk with others about the books I read.	yes	no
11.	I have books and magazines at home to read.	yes	no
12.	My parents like to read.	yes	no
13.	My teachers usually choose books and materials that are not too difficult for me to read.	yes	no
14.	Books are usually interesting enough to finish.	yes	no
15.	There are many books I hope to read.	yes	no
16.	I can locate information to write reports.	yes	no
17.	I know how to use the library.	yes	no
18.	I often spend time in the school library.	yes	no
19.	I feel I am given enough time to use the library during school.	yes	no
20.	There's a set of encyclopedias in my home.	yes	no
21.	There is a dictionary in my home.	yes	no

RESULTS OF STUDENT ATTITUDE SURVEY

School _____

Number of responses _____

		% YES	% NO
1.	I like to read.	____	____
2.	I wish I had more free time to read at school.	____	____
3.	I think I am a "good" reader.	____	____
4.	Knowing how to read is very important.	____	____
5.	I read books at home.	____	____
6.	I check books out of the public library.	____	____
7.	I usually understand what I read.	____	____
8.	I know how to use a dictionary and an encyclopedia.	____	____
9.	I like to receive books as presents.	____	____
10.	I like to talk with others about the books I read.	____	____
11.	I have books and magazines at home to read.	____	____
12.	My parents like to read.	____	____
13.	My teachers usually choose books and materials that are not too difficult for me to read.	____	____
14.	Books are usually interesting enough to finish.	____	____
15.	There are many books I hope to read.	____	____
16.	I can locate information to write reports.	____	____
17.	I know how to use the library.	____	____
18.	I often spend time in the school library.	____	____
19.	I feel I am given enough time to use the library during school.	____	____

20. There is a set of encyclopedias in my home. ___ ___

21. There is a dictionary in my home. ___ ___

Possible problem areas:

Analysis of responses:

Possible solutions:

INCOMPLETE SENTENCE INVENTORY*

Name _____

1. Today I feel _____.
2. When I have to read, I _____.
3. I get angry when _____.
4. To be grown up _____.
5. My idea of a good time is _____.
6. I wish my parents knew _____.
7. School is _____.
8. I can't understand why _____.
9. I feel bad when _____.
10. I wish teachers _____.
11. I wish my mother _____.
12. Going to college _____.
13. To me, books _____.
14. People think I _____.
15. I like to read _____.
16. On weekends I _____.
17. I'd rather read than _____.
18. To me, homework _____.
19. I hope I'll never _____.
20. I wish people wouldn't _____.
21. When I finish high school _____.
22. I'm afraid _____.
23. Comic books _____.
24. When I take my grades home _____.
25. I am at my best when _____.
26. My home is usually _____.
27. Most brothers and sisters _____.
28. I don't know how _____.

*This inventory is from the Incomplete Sentence Projective Test described in the article, "I'd Rather Read Than . . ." by Thomas and Richard Boning in *The Reading Teacher*, Vol. 10, 1959.

29. When I read math _____.
30. I feel proud when _____.
31. The future looks _____.
32. I wish my father _____.
33. I like to read when _____.
34. I would like to be _____.
35. For me, studying _____.
36. I often worry about _____.
37. I wish I could _____.
38. Reading science _____.
39. I look forward to _____.
40. I wish _____.
41. I'd read more if _____.
42. When I read out loud _____.
43. My only regret _____.

STUDENT LEARNING INVENTORY*

1. How do you feel about working in large groups? _____
2. How do you feel about working in a very quiet place? _____
3. How do you feel about working in a very noisy place? _____
4. How do you feel about working by yourself? _____
5. How do you feel about playing learning games, such as reading games? _____
6. How do you feel about working with someone you don't like? _____
7. How do you feel about being told to stop working on some project you haven't had time to finish? _____
8. How do you feel about working with someone you don't know? _____
9. How do you feel about working with a partner who picked you? _____
10. How do you feel about having to wait until others are finished with their work before you can go on? _____
11. How do you feel about working with a team on a project? _____
12. How do you feel about being interrupted while you are working? _____
13. How do you feel about working with a partner that the teacher picked? _____
14. How do you feel about working on something you don't like? _____
15. The kind of books I like to read are _____.
16. The best place I've found for reading is _____.

*These surveys are taken from *Volume 2. An Instructional Design* published by the Division of Reading Effectiveness, Indiana Department of Public Instruction in 1975.

17. Some of the magazines I like to read are _____.
18. The things I like best about our textbook are _____
_____.
19. I would read more often if _____
_____.
20. The time of day I learn new things best is _____.
21. The school subjects I like to study the best are _____.
22. The best things about this class are _____.
23. My favorite book is _____.
24. The person I like to read to is _____.
25. When I see things, like pictures, learning is _____.
26. When I listen learning is _____.
27. When I read learning is _____.
28. Some of the things I don't like about reading are _____
_____.
29. The part of the newspaper I like to read the best is _____.
30. Some of the things I like to do in my spare time are _____
_____.
31. Some things I like about the library are _____
_____.
32. I would read more if _____.

INTEREST INVENTORIES

An interest inventory can serve two purposes: 1) give you some ideas about questions to ask during your first session with a student and 2) give information that you can use to plan activities later.

The following are some interest inventories consisting of informal questions which provide information about students' interests.*

Name _____ Age _____

Birth date _____ There are _____ people in my family. I have _____ sisters and _____ brothers. My favorite color is _____.

The food I like is _____.

At home I _____.

My favorite television show is _____.

At school I like to _____.

I like stories about _____.

I like teachers who _____.

If I could help the teacher, I would like to _____
_____.

*These surveys are taken from *Volume 2. An Instructional Design* published by the Division of Reading Effectiveness, Indiana Department of Public Instruction in 1975.

I think school is _____.

My favorite sport is _____.

I hope I'll never _____.

I feel proud when _____.

I can't understand why _____.

When I finish school I want to be _____.

The best person in the world is _____.

If I had three wishes, I would wish _____.

_____.

After school I like to _____.

My favorite game is _____.

The subject I like best in school is _____.

My favorite sport is _____.

My hobby is _____.

What do you like to read about? Place a check in the column that describes how much you like the activity or story.

	Don't Like	Like a Little	Like a Lot
stories about real animals			
mystery stories			
adventure stories			
funny stories			
comics			
science fiction			
supernatural			
crafts			
playing basketball			
drawing, painting or coloring			
playing football			
making model cars			
taking pictures			
sewing and cooking			
doing science experiments			
planting gardens inside and out			
collecting rocks, butterflies, etc.			
playing baseball			
playing cards			
playing games like bingo			
building things			

Questionnaire:

1 — like
2 — have no feelings about
3 — dislike

Below is a list of different school subjects. Tell me how you feel about each subject by putting one of the above numbers in each blank.

____Math
____Spelling
____Reading
____Writing Stories
____Science
____Social Studies
____Music
____Art
____Physical Education
____Health
____Book Reports
____English

Now do the same thing for activities outside of school.

____ Television
____ Movies
____ Outdoor games
____ Watching sports
____ Hiking and camping
____ Fishing
____ Riding horses
____ Riding minibikes and motorcycles
____ Reading
____ Cooking
____ Hobbies
____ Animals
____ Trips
____ Car races
____ Being with friends

Check the kinds of things you like to read about (as many as you wish).

- ☐ True life adventure
- ☐ Animal stories
- ☐ Hobbies
- ☐ Science
- ☐ Western stories
- ☐ Baseball
- ☐ Fantasy
- ☐ Criminals
- ☐ Murder mysteries
- ☐ Famous people
- ☐ Mathematics
- ☐ Historical tales
- ☐ Mythology
- ☐ Poetry
- ☐ Movie stars
- ☐ Essays
- ☐ How to make things
- ☐ Football
- ☐ Teenagers' problems
- ☐ Nature stories
- ☐ Science fiction
- ☐ Basketball
- ☐ Dictionaries
- ☐ Horses
- ☐ Space travel
- ☐ Travel articles
- ☐ Encyclopedias
- ☐ Politics
- ☐ Motorcycles and minibikes
- ☐ Love and romance
- ☐ Car magazines
- ☐ Riddles and jokes
- ☐ Art and music
- ☐ Religion
- ☐ Comic books
- ☐ Ghost stories
- ☐ Family stories
- ☐ Scientific experiments

Do you read the newspaper regularly? _____

Which parts of the paper are your favorites? Check as many as you like.

- ☐ news stories
- ☐ sports
- ☐ editorials
- ☐ fashions
- ☐ society pages
- ☐ ads for _____
- ☐ funnies
- ☐ crossword puzzles
- ☐ astrology
- ☐ inspirational articles
- ☐ art, theater, movie critiques
- ☐ other: _____

If you could read about anything, what would you read about? _____

_____

What Does the Word Make You Think Of:

1. absent _____
2. awful _____
3. awkward _____
4. bake _____
5. band _____
6. bare _____
7. bear _____
8. bank _____
9. beautiful _____
10. belong _____
11. best _____
12. bicycle _____
13. bird _____
14. bite _____
15. bitter _____
16. black _____
17. blanket _____
18. boat _____
19. bone _____
20. book _____
21. borrow _____
22. brag _____
23. bright _____
24. bring _____
25. broad _____
26. brown _____
27. bustle _____
28. check _____
29. clean _____
30. cold _____
31. crackle _____
32. cross _____
33. cry _____
34. dark _____
35. dirty _____
36. dish _____
37. dull _____
38. feel _____
39. fine _____
40. fluffy _____
41. fun _____
42. fuzzy _____
43. home _____
44. hurry _____
45. hurt _____
46. ice _____
47. kind _____
48. lie _____
49. light _____
50. locks _____
51. luck _____
52. mean _____
53. merry _____
54. mess _____
55. mine _____
56. nice _____
57. night _____
58. noise _____
59. oozy _____
60. pity _____
61. present _____
62. pretty _____
63. pure _____
64. quick _____
65. quiet _____
66. red _____
67. rich _____
68. rotten _____
69. rough _____
70. round _____
71. sad _____
72. scratchy _____
73. sharp _____
74. shiny _____
75. silky _____
76. smooth _____
77. soft _____
78. swift _____
79. trap _____
80. trick _____
81. weep _____
82. wet _____
83. white _____
84. wilted _____
85. whisper _____

INTEREST CHECKLIST – TYPES OF READING

The selection of books which are to be kept in the classroom for recommended reading should be based upon the varied interests of the students. Knowledge and documentation of these varied interests will assist the teacher in making accurate choices. This survey can be used to help the teacher for an individual classroom or for the entire school.

Evaluation: Choosing and Using Tests

The selection of various kinds of tests depends on the purpose for testing. A test which does not provide the information sought is not worth using, regardless of its statistical accuracy. Most tests have both assets and liabilities. It is up to the consumer of test information to understand both of these aspects as much as it is up to the one who chooses, administers, scores, or interprets the tests.

In general it can be said that there are at least five different kinds of purposes to be served by testing. The following categories should be considered when choosing a test.

1. *Placement* — At what level in a program should this student be placed? Is a "special" placement indicated?

2. *Diagnosis* — What (if anything) is interfering with this student's inability to profit from his present curriculum?

3. *Assessment of Change* — What changes (for better or worse) have been made in this student's academic progress over a given period of time?

4. *Guidance* — In which of several alternative directions should the student be guided? What are his strengths and weaknesses?

5. *Evaluation* — Has the program over a given period of time made the changes desired? If not, why not? What program changes are desirable? (Evaluation is more than testing; it implies a value judgment).

CHOOSING TESTS

When deciding upon a particular test, the choice will be based first on the above considerations. For a more complete evaluation of tests, the following resources are recommended:

1. *The Buros Mental Measurements Yearbooks* (New York, NY: Gryphon Books, 1972) list all tests available with critical reviews and listings of research done using each test.

2. *The Standards for Educational and Psychological Tests* (Washington, DC: American Psychological Association, 1974) should be referred to by anyone using tests or the results of tests. It lists and discusses desirable and essential characteristics of tests and their uses.

3. Checklists to use in evaluating tests can be referred to in *Essentials of Psychological Testing* by Lee J. Cronbach (New York, NY: Harper and Row, 1960); and *Toward Better Reading* by George D. Spache (Champaign, IL: Garrard Publishing Company, 1963).

4. Before buying tests in quantity, purchase a specimen set, study the manual, including any technical manual, to be sure the format, norms and purposes of the test are suitable.

TEST SCORES

Most of the tests which schools use in needs assessment (as well as for other purposes) use one of the following types of scores:

1. *Grade level equivalent score*
This is probably the least meaningful type of score to use but probably the score most often used! These scores can be misleading and confusing although they have the appeal of appearing logical. They show how well a student did on the test compared with the "average" student at the corresponding grade placement.

2. *Percentile rank*
This is a derived score which is stated in terms of the student's relative standing in comparison with the standardization sample expressed as a percentage. A student who scores at the 63rd percentile did better than 63 per cent of the students in the specified group. It does not mean that the student correctly answered 63 per cent of the questions on the test.

3. *Stanine*
A stanine is a standard score (an abbreviation for STANDARD NINE) with nine divisions. The range is from the first stanine (low) to the ninth stanine (high). There are a number of other standard scores used such as deciles — 10 units, and quartiles — four units.

The following chart is presented to illustrate the relationship between stanines and percentiles. It may be used to convert one score to another. Such converted scores should be regarded as approximations, however. The chart may *not* be used to compare percentile scores on one test with stanine scores on another since different populations were used in the norming process.

Percentile		Stanine
96-99		9
89-95		8
77-88	HIGH	7
60-76		6
40-59		5
23-39	MIDDLE	4
11-22		3
4-10		2
1-3	LOW	1

TYPES OF READING TESTS

1. Group Reading Achievement Tests
   a. usually indicate grade level only
   b. test few areas, usually vocabulary and comprehension
   c. do not identify specific skill areas which need attention
   d. scores are relative, i.e., the child's score is compared with those of the standardization sample
   e. shows where the child "is," does not indicate where he should be placed
2. Group Diagnostic Reading Test
   a. not truly diagnostic in the sense that diagnosis usually implies a search for causation. "Analytic" would probably be a more accurate term.
   b. identifies several specific skill areas
   c. usually takes more time to administer than achievement test
   d. since more areas are tested, there are usually fewer items testing each skill which can cause a loss of reliability
3. Individual Diagnostic Reading Test
   a. the comments regarding the term "diagnostic" are equally true here as for group diagnostic tests
   b. allows the examiner to observe individual children closely and pick up additional clues
   c. probes more skill areas than group tests
   d. time consuming — testing time varies according to child and the examiner's needs, but one student at a time is tested
4. Informal Tests
   a. can be highly relevant to local goals and objectives
   b. can be tailored to the unique needs of the moment
   c. often test skills "in context" using actual samples of the child's usual reading materials
5. Criterion-referenced tests (also called objective-referenced)
   a. do not use "norms" and are considered to be "absolute" rather than "relative" measures
   b. how is the student progressing toward a given objective rather than how does the student compare in achievement with other children
   c. promising criterion-referenced tests are being incorporated into published reading management systems
   d. are best for measuring progress over a given period of time
   e. sometimes are known as "mastery" tests: Has the child "mastered" this objective or not? Criteria are set up, such as passing four of five items measuring a specific objective
   f. eliminate a situation where half of the children must always be below the median

Following is a diagram listing some of the various types of reading tests.

Group Reading Achievement Tests

California Achievement — CTB/McGraw Hill
Comprehensive Test of Basic Skills — CTB/McGraw Hill
Developmental Reading Test — Lyons & Carnahan
Gates, MacGinitie — Teachers College Press
Iowa Silent Reading Tests — Harcourt Brace Jovanovich
Lee-Clark Reading Tests — CTB/McGraw Hill
Metropolitan Achievement Test — Harcourt Brace Jovanovich
SRA Achievement — Science Research Associates
Stanford Achievement — Harcourt Brace Jovanovich

Group Criterion Reference Tests

Score — Houghton Mifflin
The Power Reading System — BFA Educational Media
Wisconsin Design for Reading Skills Development — Wisconsin Research and Development Center for Cognitive Learning
Fountain Valley Teacher Support System in Reading — Zweig Association
Prescriptive Reading Inventory — CTB/McGraw Hill

Reading Tests

Group Diagnostic Tests

California Phonics Survey — CTB/McGraw Hill
Doren Diagnostic Reading Tests — American Guidance Service
McCullough Word Analysis Test — Ginn and Company
Silent Reading Diagnostic Test — Lyons and Carnahan
Stanford Diagnostic Reading Test — Harcourt Brace Jovanovich

Individual or Group Diagnostic Tests

Diagnostic Reading Scales — CTB/McGraw Hill
Durrell Analysis of Reading Difficulty — Harcourt Brace Jovanovich
Gates McKillop Reading Diagnostic Test — Teachers College Press
Classroom Reading Inventory — William C. Brown
Sucher-Allred Reading Placement Inventory — The Economy Company
Goudey Informal Diagnostic Reading Test — University of Wyoming Press
Standard Reading Inventory — Klamath Printing Company
Analytical Reading Inventory — Charles E. Merrill
Individualized Diagnostic Reading Inventory — Educators Publishing Service
Gilmore Oral Reading Test — Harcourt Brace Jovanovich
The Gray Oral Reading Test — Bobbs-Merrill Publishing Company
Informal reading inventories published for use with their own basal series

ESTIMATING READING POTENTIAL

When working with students with whom you are unfamiliar, one needs to find out whether or not a student is working up to his or her potential. When an obviously bright pupil is reading two or three years below his grade placement level, one need not compute a precise differential between his ability and his achievement. By the same token, an obviously slow or retarded student reading below grade level may be readily seen as doing about as well as could be expected. This is not to say, however, that one would not make an attempt to improve the reading ability of the slow pupil. The point to be made is that it is not always obvious whether or not a pupil's achievement as tested is the best he can do. There are several reasons for measuring the differential between ability and achievement.

PROCEDURES FOR ESTIMATING READING POTENTIAL

Most procedures for estimating reading potential are based upon intelligence. The assumption is that a student should be able to read at the grade level appropriate to his mental age. A further assumption is added that the mental age is a test score derived from a test which does not require reading ability. Since most group achievement tests require some reading skill, this usually implies the use of an individual intelligence test, particularly one which does not emphasize a facility with the English language or reading ability.

1. Formulas using mental age or IQ

   a. Harris Formulas*

      1) $\frac{2 \times \text{Mental Age} + \text{Chronological age}}{3}$

         = Reading Expectancy Age

      2) Reading expectancy age — 5.2 = expectancy grade equivalent

For example:
A student who is 10 years, 0 months old who has a mental age of 12 years, 0 months, beginning fifth grade:

1) $\frac{2 \times 12 + 10}{3}$ = reading expectancy age

   Reading expectancy age
   = 11 years, 4 months

2) Reading expectancy age — 5.2
   = expectancy grade equivalent

$$\begin{array}{r} 11\text{-}4 \\ -\ 5\text{-}2 \\ \hline 6\text{-}2 \end{array}$$ = expectancy grade equivalent

b. Bond-Tinker Formula**

$$\text{Years in school} \times \frac{IQ}{100} + 1.0$$

= expectancy grade equivalent

1) Using the same student mentioned above for example:

$$4 \text{ (years in school)} \times \frac{120}{100} \text{ (IQ)} + 1.0$$

= expectancy grade equivalent

$4 \times 1.2 + 1.0 = 5.8$
expectancy grade equivalent.

2) In the Bond-Tinker Formula, "years in school" means years completed but does not include kindergarten or preschool years nor years in which a student repeated a grade. This formula takes into consideration the experience (or lack of experience) a student has with formal reading programs in addition to his mental ability.

2. "Listening level" as derived from an informal or formal test is the level at which a student can understand what is read to him. This level can be thought of as the level at which a student could potentially read if he possessed the mechanics of reading.

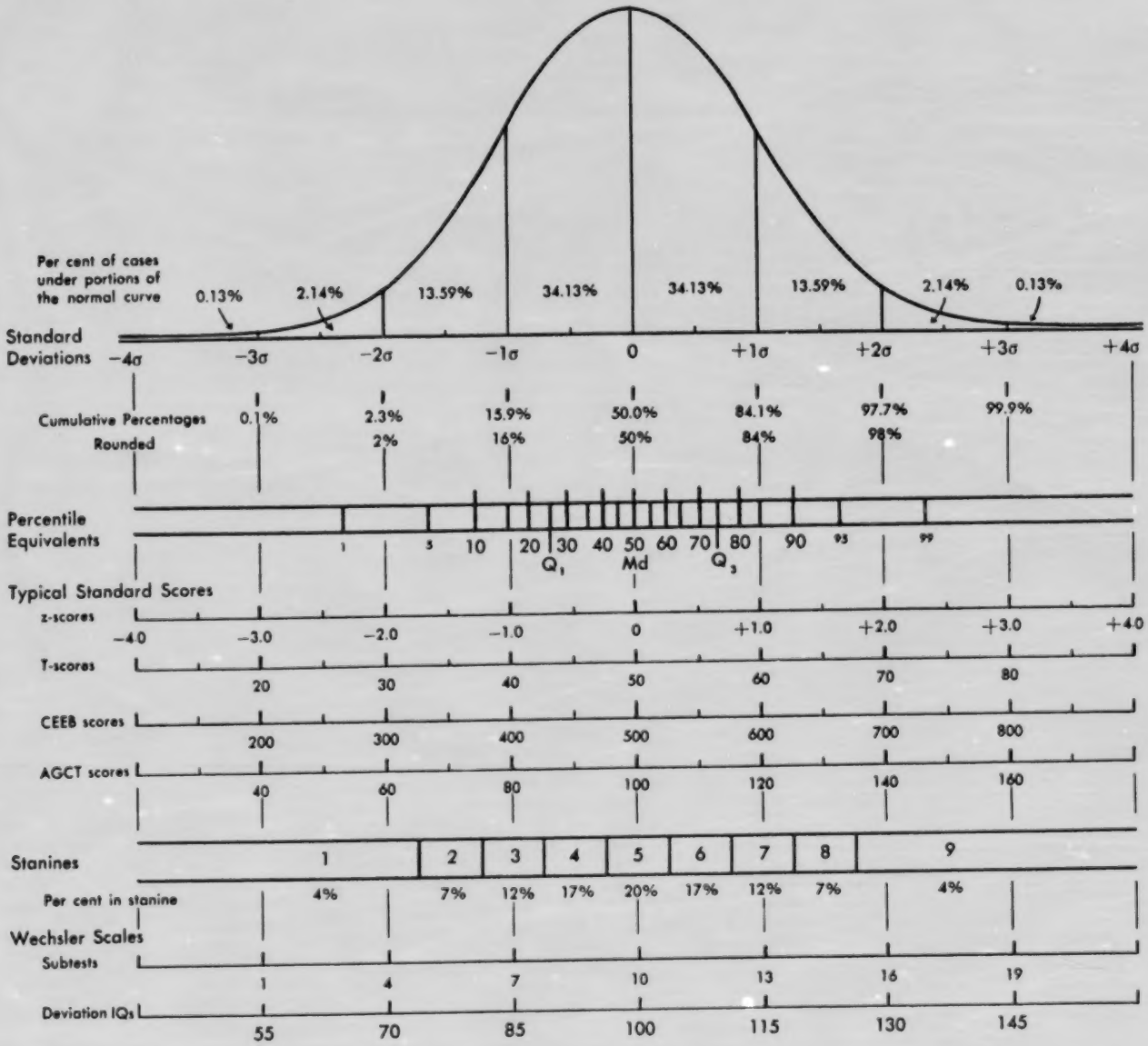
3. The term "auding" has been used, to refer to the ability of a student to understand what is read to him. Ruth Strang uses the Peabody Picture Vocabulary Test (Circle Pine, ME: American Guidance Service, 1970) as a test of "auding" ability. This test requires the student to point to one of four pictures shown to him which defines or is associated with a word read by the teacher. Rather than Mental Age and Intelligence Quotient, Strang refers to the scores as Auding Age (AA) and Auding Quotient (AQ).

4. Other tests which can be used for determining potential and the differential between ability and achievement include the Durrell Listening-Reading Series (New York, NY: Harcourt Brace Jovanovich, 1969) and the Spache Diagnostic-Reading Scales (Monterey, CA: CTB/McGraw-Hill, 1963).

*These formulas, developed by Albert J. Harris, are described in his book, *How to Increase Reading Ability*. Now in its fifth edition, the book was published in 1970 by David McKay.

**This formula, developed by Guy Bond and Miles A. Tinker, is described in their books, *Reading Difficulties: Their Diagnosis and Correction*. It was published in 1957 by Appleton Century Crofts.

The following chart is reprinted from the *Test Service Bulletin*, published by the Psychological Corporation in New York, NY (No. 47, September, 1954). It is presented to illustrate the relationships between various kinds of scores used on tests. The chart is intended to show how these scores are derived and is not intended to be used to compare scores on one test with scores on another test.



CAUTIONS AND TIPS IN TESTING

1. Remember that some children will not be accurately measured by tests. Some students are "test sophisticated", some are "test anxious" some have backgrounds of different languages, etc., which may invalidate scores.

2. When you feel that a test score has been invalidated by some extraneous influence, note that fact when recording scores in permanent records — if that score must be recorded at all.

3. When using norm-referenced scores, ask yourself:

   a. How typical is my group?
   b. How typical is my school?
   c. How typical is my instruction?

4. Many, if not most, group reading tests and group intelligence tests have a high correlation. A student who does not read well will be handicapped on the typical group intelligence test.

5. Be sure that the correct norms tables are referred to when deriving scores. Some tests have norms for spring administration as well as fall administration, some have norms for "special" groups.

6. When tests are to be administered and scored by relatively untrained people, be sure they have read and studied the test and manual and understood exactly what is expected.

7. Tests should be used to obtain information not easily obtainable in other ways.

8. Tests are tools. Like most tools, they are helpful when used correctly and can be damaging if used incorrectly.

9. Test scores should be used to supplement other information to arrive at the most accurate picture of a student.

10. Tests exist to serve students, not the reverse. Tests and test scores must not be used in ways damaging to the self-esteem of students.

11. Use caution in utilizing "reading expectancy" scores and formulas since low scores can lead to "self fulfilling prophecies".

12. Standardized tests should not be used alone for "tracking" students.

INFORMAL READING INVENTORY

The informal reading inventory (IRI) is an informal method, as opposed to a formal standardized method, of assessing a student's reading skills. Evaluation is made in terms of a student's performance as judged by his or her own capabilities rather than being compared to normative data.

The format for an IRI is a series of stories and comprehension questions graded in difficulty, which serves as a means of evaluating and recording a student's total reading behaviors. From the administration of an IRI, a teacher can identify the following information about a student: four reading levels — independent, instructional, frustration, and learning capacity; strengths and weaknesses in word attack and comprehension skills; and reading mannerisms.

The information gathered from giving an IRI can assist the teacher: in forming groups for instructional levels and specific skills; in identifying the exact skills to be taught; in selecting appropriate materials; in evaluating a student's growth over a period of time; and in evaluating the teacher's effectiveness in teaching a given skill.

IRIs can be teacher-made, furnished by the publisher of a basal series, or commercially published independent of a basal series. The following list identifies some commercially published informal reading inventories.

SOME INVENTORIES PRESENTLY ON THE MARKET

Goudey, Charles. *Goudey Informal Diagnostic Reading Test.*

University of Wyoming Press
P.O. Box 3413
Laramie, WY 82001

McCarthy, William G. *Individualized Diagnostic Reading Inventory.*

Educators Publishing Service, Inc.
75 Moulton St.
Cambridge, MA 02138

McCracken, Robert A. *Standard Reading Inventory*

Klamath Printing Co.
Klamath Falls, OR 97601

Silvaroli, Nicholas. *Classroom Reading Inventory.*

William C. Brown Co.
2460 Kerper Blvd.
Dubuque, IA 52001

Sucher, Floyd and Ruel A. Allred. *Sucher-Allred Reading Placement Inventory.*

The Economy Co.
5811 W. Minnesota, Drawer A
Indianapolis, IN 46241

Woods, Mary Lynn and Alden J. Moe. *Analytical Reading Inventory.*

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

INDIVIDUAL DIAGNOSTIC READING TESTS

Durrell, Donald D. *Durrell Analysis of Reading Difficulty.*

Harcourt Brace Jovanovich, Inc.
757 Third Ave.
New York, NY 10017

Gates, Arthur I. and Anne S. McKillop. *Gates-McKillop Reading Diagnostic Tests.*

Teachers College Press
Teachers College, Columbia University
New York, NY 10017

Gilmore, John V. and Eunice C. Gilmore. *Gilmore Oral Reading Test.*

Harcourt Brace and World, Inc.
757 Third Ave.
New York, NY 10017

Gray, William S. *The Gray-Oral Reading Test*

The Bobbs-Merrill Co., Inc.
4300 West 62nd St.
Indianapolis, IN 46268

Spache, George D. *Diagnostic Reading Scales*

McGraw Hill Book Company
1221 Avenue of the Americas
New York, NY 10036

CONSTRUCTING AN INFORMAL READING INVENTORY*

The directions included in this packet are designed to illustrate the specific steps used to construct, administer, score and interpret an Informal Reading Inventory which is based on the Holt Basic Reading System (1973 edition).

It should be noted that the term "Informal Reading Inventory" or IRI, is a generic term which can be applied to many specific instruments. As such, there is no *one way* to construct, administer and interpret an IRI. Therefore, it is important to note that the directions contained in this packet pertain to one specific example of an IRI which was developed by a group of teachers and student teachers for use in their own school. Generally speaking, however, the directions contained in this packet may be used to construct and administer any IRI.

Introduction: Basal reading series, or "systems" as many are currently called, are organized sequentially, either by grade levels (2^1, 2^2, 3^2, etc.) or are simply designated by "levels" (Level 1, 2 . . . 15). To construct an IRI for a given basal system it is necessary to secure one basal text for each level within the system so that appropriate word lists and oral and silent reading passages can be developed. The steps listed below detail the procedures for constructing the examiner's copy of a word list and two reading passages for each level within the system. When these steps are repeated for each book (level) within the system, the result is an IRI which will be useful for determining the specific instructional level within the system which is appropriate for an individual child.

Constructing the Oral and Silent Reading Passages: Two passages are to be constructed —one for oral reading and one for silent reading. The steps used in constructing each are the same.

1.1 Select an appropriate passage, several paragraphs in length, from the first half of the book which meets the following criteria:

a. appears as though it would be equally interesting to boys and girls

b. is approximately 100-150 words in length (less than 100 words for the lowest levels; more than 150 words for the highest levels)

c. is more or less complete in itself, i.e., carries its own story line; "hangs together"

d. deals with content or concepts which you would judge to be familiar to most children who will be asked to read it

1.2 Formulate a brief "experience referent" statement which is to be used to build the child's readiness to read the selection, e.g., "This is a story about . . ."; "In this story . . .", etc.

1.3 Formulate a "motivating statement" which will be used to provide the child with a specific purpose for reading the selection, e.g., "Read the story to find out . . ."

1.4 Formulate a question which relates to the "motivating statement" in 1.3, e.g., "Did you find out (. . .)?"

1.5 Formulate four (4) comprehension questions relating to the selection (two questions which require literal comprehension, or recall, and two questions which require higher than literal comprehension, i.e., interpretative; critical levels.

1.6 Prepare a typed copy of the passage and questions using the following format:

*This material is from *Diagnostic-Prescriptive Instructional Design*, a manual published by the Division of Reading Effectiveness, Indiana Department of Public Instruction in 1976. This portion was written by Darryl J. Strickler, an Indiana University professor.

Name _____ Grade _____

Date _____ Teacher _____

Level _____ (*Book Title*, Publisher, Date of Publication)

(Title of Passage, Page Number)

Experience Referent:

Motivating Statement:

(Copy passage from text exactly as it appears; same number of words per line as in text)

Motivating Question: Did you find out (.....)?
Comprehension Questions:

A	U	
_____	_____	1. (Put specific questions here beside the number with acceptable answers in parentheses.)
_____	_____	2.
_____	_____	3.
_____	_____	4.
Total: _____	% _____	

1.7 Repeat steps 1.1 to 1.6 above. Select a different — and unrelated — passage from the same book.

Contructing the Word List: A word list containing 20 words is needed for each level within the system.

1.8 Locate the total list of words at the back of the book.

1.9 Count the number of words included; divide the total number of words on the list by 20: $\frac{\text{\# of words}}{20} = \text{"x"}$

1.10 Select every "x"*th* word from the total list—unless the x*th* word is a proper noun.

1.11 After 20 words have been selected for each level, prepare a typed copy (examiner's copy) of the word list using the following format:

Name _____ Grade _____

Date _____ Teacher _____

Level _____ (*Book Title*; Publisher; Date of Publication)

	Instantaneous	Analysis
1. (word)	_____	_____
2. (word)	_____	_____
.		
.		
.		
20. (word)	_____	_____

45

Following is the examiner's copy of an Informal Reading Inventory, based on the Holt Basic Reading System (1973 edition), which was constructed according to the directions above. Please note, however, that there is only one selection for oral reading at each level, rather than one for oral reading and one for silent reading as indicated in the above directions.

INFORMAL READING INVENTORY RECORD SHEET

Holt Basic Reading System (1973)

Name _____ Age _____ Grade _____

School _____ Teacher _____

Administered by: _____ Date _____

Independent Reading Level: Level _____ (HBRS)

Instructional Reading Level: Level _____ (HBRS)

SUMMARY

	Word Recognition % of words correct	**Oral Reading** % of words correct	% comprehension	**Listening** % comprehension
HBRS Level 1-6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Summary of Specific Needs: _____

_____

_____

_____

WORD RECOGNITION INVENTORY

Holt Basic Reading System (1973)

Name _____ Grade _____ School _____

Date _____ Teacher _____ Examiner _____

LEVELS 1-6

		Instantaneous	Analysis
1.	book	_____	_____
2.	little	_____	_____
3.	ran	_____	_____
4.	big	_____	_____
5.	play	_____	_____
6.	said	_____	_____
7.	three	_____	_____
8.	asked	_____	_____
9.	blue	_____	_____
10.	hello	_____	_____
11.	cow	_____	_____
12.	make	_____	_____
13.	not	_____	_____
14.	what	_____	_____
15.	saw	_____	_____
16.	where	_____	_____
17.	people	_____	_____
18.	house	_____	_____
19.	city	_____	_____
20.	water	_____	_____

_____%
Percent of words correct

LEVEL 7

		Instantaneous	Analysis
1.	look	_____	_____
2.	but	_____	_____
3.	ask	_____	_____
4.	that	_____	_____
5.	now	_____	_____
6.	white	_____	_____
7.	street	_____	_____
8.	then	_____	_____
9.	find	_____	_____
10.	him	_____	_____
11.	doing	_____	_____
12.	had	_____	_____
13.	park	_____	_____
14.	when	_____	_____
15.	trees	_____	_____
16.	time	_____	_____
17.	gets	_____	_____
18.	tail	_____	_____
19.	where	_____	_____
20.	home	_____	_____

_____%
Percent of words correct

47

WORD RECOGNITION INVENTORY

Holt Basic Reading System (1973)

Name _____ Grade _____ School _____

Date _____ Teacher _____ Examiner _____

LEVEL 8

		Instantaneous	Analysis
1.	hand	_____	_____
2.	wants	_____	_____
3.	school	_____	_____
4.	grow	_____	_____
5.	smells	_____	_____
6.	thinks	_____	_____
7.	part	_____	_____
8.	spring	_____	_____
9.	found	_____	_____
10.	cold	_____	_____
11.	kittens	_____	_____
12.	coat	_____	_____
13.	climb	_____	_____
14.	tonight	_____	_____
15.	state	_____	_____
16.	take	_____	_____
17.	throws	_____	_____
18.	dark	_____	_____
19.	page	_____	_____
20.	other	_____	_____

_____%
Percent of words correct

LEVEL 9

		Instantaneous	Analysis
1.	rain	_____	_____
2.	foot	_____	_____
3.	under	_____	_____
4.	clean	_____	_____
5.	feel	_____	_____
6.	never	_____	_____
7.	showed	_____	_____
8.	because	_____	_____
9.	somewhere	_____	_____
10.	closed	_____	_____
11.	around	_____	_____
12.	think	_____	_____
13.	laughs	_____	_____
14.	soon	_____	_____
15.	yours	_____	_____
16.	birthday	_____	_____
17.	mountain	_____	_____
18.	started	_____	_____
19.	through	_____	_____
20.	happened	_____	_____

_____%
Percent of words correct

WORD RECOGNITION INVENTORY

Holt Basic Reading System (1973)

Name _____ Grade _____ School _____

Date _____ Teacher _____ Examiner _____

LEVEL 10

	Instantaneous	Analysis
1. happen	_____	_____
2. growing	_____	_____
3. nowhere	_____	_____
4. newspapers	_____	_____
5. tomorrow	_____	_____
6. teacher	_____	_____
7. afternoons	_____	_____
8. slowly	_____	_____
9. loud	_____	_____
10. remembers	_____	_____
11. island	_____	_____
12. believe	_____	_____
13. wonder	_____	_____
14. flying	_____	_____
15. kept	_____	_____
16. answered	_____	_____
17. anyway	_____	_____
18. knocked	_____	_____
19. breeze	_____	_____
20. filling	_____	_____

_____%
Percent of words correct

LEVEL 11

	Instantaneous	Analysis
1. bill	_____	_____
2. annual	_____	_____
3. control	_____	_____
4. dictionary	_____	_____
5. drill	_____	_____
6. exactly	_____	_____
7. gentleman	_____	_____
8. hunger	_____	_____
9. iron	_____	_____
10. manager	_____	_____
11. orchestra	_____	_____
12. pattern	_____	_____
13. return	_____	_____
14. scales	_____	_____
15. solid	_____	_____
16. tape	_____	_____
17. trade	_____	_____
18. unlike	_____	_____
19. whole	_____	_____
20. steam	_____	_____

_____%
Percent of words correct

WORD RECOGNITION INVENTORY

Holt Basic Reading System (1973)

Name _____ Grade _____ School _____

Date _____ Teacher _____ Examiner _____

LEVEL 12

		Instantaneous	Analysis
1.	beam	_____	_____
2.	business	_____	_____
3.	claim	_____	_____
4.	dawn	_____	_____
5.	filthy	_____	_____
6.	foundation	_____	_____
7.	herd	_____	_____
8.	judge	_____	_____
9.	lions	_____	_____
10.	mysteriously	_____	_____
11.	office	_____	_____
12.	performer	_____	_____
13.	privileges	_____	_____
14.	rail	_____	_____
15.	shingle	_____	_____
16.	thirst	_____	_____
17.	single	_____	_____
18.	tower	_____	_____
19.	weave	_____	_____
20.	volume	_____	_____

_____%
Percent of words correct

LEVEL 13

		Instantaneous	Analysis
1.	magnificent	_____	_____
2.	arithmetic	_____	_____
3.	neighborhood	_____	_____
4.	history	_____	_____
5.	peaceful	_____	_____
6.	whisper	_____	_____
7.	laughter	_____	_____
8.	earthworm	_____	_____
9.	frighten	_____	_____
10.	homework	_____	_____
11.	important	_____	_____
12.	tumble	_____	_____
13.	thought	_____	_____
14.	perfectly	_____	_____
15.	surface	_____	_____
16.	buried	_____	_____
17.	valuable	_____	_____
18.	kitchen	_____	_____
19.	moment	_____	_____
20.	neither	_____	_____

_____%
Percent of words correct

WORD RECOGNITION INVENTORY

Holt Basic Reading System (1973)

Name _____ Grade _____ School _____

Date _____ Teacher _____ Examiner _____

LEVEL 14

		Instantaneous	Analysis
1.	television	_____	_____
2.	flickered	_____	_____
3.	impossible	_____	_____
4.	noticing	_____	_____
5.	appeared	_____	_____
6.	experiment	_____	_____
7.	pressure	_____	_____
8.	sensitive	_____	_____
9.	grumbling	_____	_____
10.	building	_____	_____
11.	attention	_____	_____
12.	design	_____	_____
13.	galley	_____	_____
14.	watermelon	_____	_____
15.	familiar	_____	_____
16.	vanilla	_____	_____
17.	storekeeper	_____	_____
18.	biscuit	_____	_____
19.	express	_____	_____
20.	prepare	_____	_____

_____%
Percent of words correct

LEVEL 15

		Instantaneous	Analysis
1.	counselor	_____	_____
2.	medium	_____	_____
3.	initiate	_____	_____
4.	concentration	_____	_____
5.	protector	_____	_____
6.	resembles	_____	_____
7.	trademark	_____	_____
8.	primitive	_____	_____
9.	communicate	_____	_____
10.	encyclopedia	_____	_____
11.	computer	_____	_____
12.	brittle	_____	_____
13.	accurately	_____	_____
14.	helicopter	_____	_____
15.	pleading	_____	_____
16.	vitamin	_____	_____
17.	crunched	_____	_____
18.	survivor	_____	_____
19.	particular	_____	_____
20.	yearn	_____	_____

_____%
Percent of words correct

51

Name _____ Date _____

Level 6 (Preprimer) *Can You Imagine?* Holt, Rinehart and Winston, Inc., 1973

"Who Will Play?" p. 46 and 47

Experience Referent: This is a story about a cat.

Motivating Statement: Read the story to find out what the cat wants to do.

"The little sister likes to play,"
said the cat.

"She will play with me."

The cat ran up to the girl.

"No, no, cat," said the little sister.

"I do not want to play with you.

I want to read my book."

The cat ran to the mouse house.

"Mouse, mouse," said the cat.

Come out, and play with me."

"No," said the mouse.

"I do not play with cats."

Motivating Question: Did you find out (what the cat wants to do)? (Play)

Comprehension Questions:

A	U	
____	____	1. Who does the cat ask to play with him? (little girl/sister; mouse)
____	____	2. What did the mouse tell the cat? ("I do not play with cats.")
____	____	3. Why didn't the little girl want to play with the cat? (She wanted to read)
____	____	4. Why do you think the mouse said "I do not play with cats"? (cats eat/kill/chase mice)

Total
Correct: ____ ____% Correct

70 words in selection

_____ words mispronounced or supplied

70/_____.00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 7 (Primer) *A Place For Me*, Holt, Rinehart, and Winston, Inc., 1973

"Amy" p. 86-88

Experience Referent: This is a story about a girl named Amy.

Motivating Statement: Read the story to find out what Amy wanted.

On Amy's street there were
three houses.

One house was big.

One house was little.

And one house was Amy's.

There were flowers and trees
where Amy lived.

There were places to play.

And there were boys and girls
to play with.

But Amy was lonely.

The boys on the street were too big.

They didn't want to play with Amy.

And the girls on the street were too little.

Amy didn't want to play with them.

What Amy wanted was a friend.

Motivating Question: Did you find out (what Amy wanted)? (a friend)

Comprehension Questions:

A	U	
____	____	1. How many houses were there on Amy's street? (3)

____ ____2. What kinds of things were around Amy's house? (flowers, trees, and/or places to play)

____ ____3. Show me which house in the picture is Amy's. (p. 86-the middle one) How do you know? (because it has flowers and trees and it isn't the big one or the little one)

____ ____4. Why was Amy lonely? (because there weren't any girls her age to play with)

Total
Correct: ____ ____% Correct

83 words in selection

_____ words mispronounced or supplied

83/_____.00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 8 (First Reader) *A Time for Friends*, Holt, Rinehart and Winston, Inc., 1973

"The Little Red Flower," pp. 64-65

Experience Referent: This story is about some children who live in a town that didn't have any flowers and trees.

Motivating Statement: Read the story to find out what they saw one day on their way home from school.

Trees and flowers didn't grow
in the small town.

There were cars and trucks
and houses and stores in the town.

There were lots of people and animals.

But no flowers and no trees
could grow there.

Then one day Mr. Greenthumb came
to live in the small town.

He came with a little red flower.

Mr. Greenthumb put the flower
in his window.

When the boys and girls came home
from school, they stopped to look at it.

Motivating Question: Did you find out what they saw one day on their way home from school? (a little red flower/a flower)

Comprehension Questions:

A U

____ ____1. Where did Mr. Greenthumb put the flower? (in his window)

____ ____2. Who came to look at the flower? (boys and girls)

____ ____3. Why do you think the children stopped to look at the flower? (they had never seen one)

____ ____4. Do you think this is a true story? (accept any reasoned/reasonable answer)

Total: ____ ____%

79 words in selection

_____ words mispronounced or supplied

79/_____.00

_____ words pronounced correctly

_____ % words pronounced correctly

Name _____ Date _____

Level 9 (Grade 2) *People Need People*, Holt, Rinehart and Winston, Inc., 1973

"The Giant Who Didn't Win," p. 92

Experience Referent: This is a story about a giant.

Motivating Statement: Read the story to find out why the giant went to the village.

One summer day, in a place far away, the townspeople were having an afternoon of games. A giant who lived in a nearby castle came by to play games, too. No one

really wanted a giant around, but no one knew how to tell him not to come.

So the giant came, and he wanted to play in all the games. The townspeople began the afternoon with a game of bobbing for apples. The giant tried but he didn't win. The one to win was someone from the town of Stillwater.

Motivating Question: Did you find out why the giant went to the village? (to play games)

Comprehension Questions:

A U

____ ____1. Where did the giant live? (in a castle)

____ ____2. Who won the game? (someone from Stillwater)

____ ____3. Why do you think the people didn't want the giant to play? (because he was different)

____ ____4. Why didn't the people tell the giant not to play? (they were afraid of him)

Total Correct: ____ ____% Correct

96 words in selection

_____ words mispronounced or supplied

96/_____.00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 10 (Grade 2²) *The Way of the World*, Holt, Rinehart and Winston, Inc., 1973

"Sunflower Seeds," p. 24-25

Experience Referent: This is a story about a little girl named Pipsa who was helping her mother.

Motivating Statement: Read the story to find out how she was going to help her mother.

Every spring Pipsa helped her mother plant corn and beans. How her brothers loved to eat! But they never helped with the planting.

This year Pipsa couldn't wait for planting time to come. All winter she had been saving some special seeds in a little box. They were sunflower seeds she had picked in the fall when the family had gone to another village. That was the first time Pipsa had ever seen the sunflowers growing.

One of the girls in the village showed Pipsa some cakes that had been made from the seeds. She told Pipsa that the seeds made wonderful oil for the hair, too. Most of the girls of the village put sunflower oil on their hair.

Motivating Question: Did you find out how she was going to help her mother? (by planting corn and beans or other seeds)

Comprehension Questions:

A U

____ ____1. What kind of seeds had Pipsa saved all winter? (sunflower)

____ ____2. What are two things the villagers used sunflower seeds for? (cakes, oil for hair)

____ ____3. Why do you think she saved the seeds all winter? (maybe it was too cold to plant them)

____ ____4. Why do you think she wanted to plant the seeds? (to watch them grow, so she could have cakes and oil for her hair, so she could help her mother)

Total Correct: ____ ____% Correct

121 words in selection

_____ words mispronounced or supplied

121/_____.00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 11 (Grade 3) *Never Give Up*, Holt, Rinehart and Winston, Inc., 1973

"The Leather Box" p. 233

Experience Referent: In this story some boys helped an old man clean out his attic.

Motivating Statement: Read to find out what things the boys find in the attic.

The houses on the old man's block were big and tall. But the biggest of all was the house of Mr. M.B. Pendleton. The boys had seen it but they had never been inside it.

"Here we are," said the old man. He took out his big key ring and let them into the house. He led them up to the attic.

All over the attic were old tables, lamps, and piles of newspapers. There were boxes with writing on them that said *Books*, *Mary's Wedding Dress*, *Peter's Football*. There was even a small box marked *Rags*. Kevin picked it up and thought it was very heavy for a box of rags.

The boys went up and down the stairs like ants, carrying bundles and putting them on the sidewalk. In less than three hours, the job was done.

Motivating Question: Did you find out what the boys found in the attic? (books, a wedding dress, etc.)

Comprehension Questions:

A	U	
____	____	1. What kind of a box were the rags in? (a small heavy box)
____	____	2. How long did it take the boys to clean the attic? (less than three hours)
____	____	3. Why did the author say the boys were like ants? (they were very busy)
____	____	4. Do you think the boys were tired when they were finished? Why? (yes, they had a lot of things to carry and stairs to climb)

Total Correct: ____ ____% Correct

143 words in selection

_____ words mispronounced or supplied

143 / .00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 12 (Grade 3²) *Special Happenings*, Holt, Rinehart and Winston, Inc., 1973

"Let Me Tell You About My Dad," p. 118

Experience Referent: This is a story about a boy and his father.

Motivating Statement: Read the story to find out what they might do together on vacation.

I never used to think that my dad was anything special. He was just my dad—the man I lived with. There's only been the two of us since Mother died. And that was when I was very little.

Of course, I've always liked my dad. But he always seemed to be kind of ordinary. He worked in a factory. One evening a week he liked to bowl. On weekends he worked in the yard or did other chores. We never did anything really exciting.

Then one day, Dad got a letter from his old friend, Bill, who lived in Alaska. Dad had met Bill in the army. He had worked with him many years ago. In the letter Bill asked Dad to take a long vacation and come to Alaska. He wanted Dad to help him build a log cabin in the woods for hunters and for people who came there on vacation.

Dad and I talked about it. I said I'd sure like to go. He said that maybe we could.

Motivating Question: Did you find out what they might do on vacation? (go to Alaska to build a log cabin)

Comprehension Questions:

A U

____ ____1. Where does the boy's father work? (factory)

____ ____2. Where did Dad meet his friend Bill? (army)

____ ____3. Why does the child think his dad is ordinary? (works in factory, goes bowling on weekends, does yard work, never does anything exciting)

____ ____4. Why do you think the child in the story would like to go to Alaska for a vacation? (something exciting and different, etc.)

Total Correct: ____ ____% Correct

173 words in selection

_____ words mispronounced or supplied

173 / .00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 13 (Grade Four) *Time to Wonder*, Holt, Rinehart and Winston, Inc., 1973

"The Enemies," p. 229

Experience Referent: This is a story about a goose named Ong and a lady named Mrs. Plumley.

Motivating Statement: Read the story to find out why they are enemies.

Ong and Mrs. Plumley were not friends. In the first place, she blamed him because Holly had caught a cold the time she fell in the pond.

The truth was Mrs. Plumley didn't really approve of wild geese. They flew around at night, making a racket like a jammed automobile horn and waking people out of a sound sleep.

It was going altogether too far when one of those nasty, snake-necked creatures tracked up the ground around her kitchen and then had the nerve—the absolute nerve—to knock at the door.

Ong on his part didn't think too much of Mrs. Plumley. She had odd red feathers that stood straight up around her head. When he knocked at the door with his beak, it was Holly or the captain he wanted.

If Mrs. Plumley happened to answer, she waved her apron and cried, "Shoo! Shoo!" in a voice like a loud mosquito.

Motivating Question: Did you find out why they were enemies? (Mrs. Plumley blamed Ong for Holly's cold; didn't approve of wild geese, etc., Ong didn't like her red feathers, etc.)

Comprehension Questions:

A U

____ ____1. Why didn't Mrs. Plumley approve of wild geese? (flew around all night making noise and waking people.)

____ ____2. Who did Ong want to see when he came to the door? (Holly or the captain)

____ ____3. What did Ong think about Mrs. Plumley's hair? (she had red feathers that stood straight up)

____ ____4. What are some words that you would use to describe how Mrs. Plumley acted? (mad, angry—accept any reasonable answers here)

Total Correct: ____ ____% Correct

154 words in selection

_____ words mispronounced or supplied

154 / .00

_____ words pronounced correctly

_____ % of words pronounced correctly

Name _____ Date _____

Level 14 (Grade 5) *Freedom's Ground*, Holt, Rinehart and Winston, Inc., 1973

"The Adventures of Paul Bunyan," p. 382

Experience Referent: This is a story about Paul Bunyan.

Motivating Statement: Read this story to find out some of the unusual things they had in his logging camp.

When Paul Bunyan arrived on the Big Onion, the first thing he set out to do was to build the largest logging camp in the world. People from miles around came to see it when it was finished. It was so big that when it was breakfast time in the kitchen, it was dinner time in the blacksmith shop at the other end of the camp.

Paul bought a great watch so that everybody would know when it was mealtime. It was four feet across the face, and he tied it to his trousers pocket with a logging chain. Of course, it cost a lot of money, but Paul said it gained enough time in the first three days to pay for itself.

At dinner time Hot Biscuit Slim, the cook, would blow a huge dinner horn. It was so large and made such a noise that it knocked down two hundred trees and started a windstorm on the Gulf of Mexico. After that they decided not to use it. Later they sold it, and the tin was used to put a new roof on the Capitol at Washington.

Motivating Question: Did you find out what some of the unusual things were that they had in the camp? (the watch, the size of camp, etc.)

Comprehension Questions:

A U

____ ____ 1. Who was Hot Biscuit Slim?(the cook)

____ ____ 2. How do you know the cook's dinner horn was loud? (knocked down trees; started a windstorm)

____ ____ 3. Do you think Paul Bunyan's watch was heavy? (yes) Why? (tied on with a logging chain, and/or the face of the watch is 4 ft. across)

____ ____ 4. What is the "Big Onion"? (the earth, the world)

Total Correct: ____ ____ % Correct

189 words in selection

_____ words mispronounced or supplied

189 / .00

_____ words pronounced correctly

_____ % of words pronounced correctly.

Name _____ Date _____

Level 15 (Grade 6) *Riders on the Earth*, Holt, Rinehart and Winston, Inc., 1973

"The Unwilling Passenger" p. 162

Experience Referent: This is a story about a boy who is going to a new country to live.

Motivating Statement: Read the story to find out where he is going and why.

Ray Manser hung over the rail on C deck of the S. S. Huron and scowled at the wet dock with its puddles and untidy litter of ropes, baggage, and hurrying people. He wished he were still at home, sitting by a warm fire with the curtains drawn against the miserable February weather. Then he thought about how his whole life had changed since his parents had died in a car accident in November. With his tongue, he felt where his two front teeth used to be before they were knocked out in the accident.

He remembered how Mrs. Wiley, who had lived next door, had decided to help him when he had got out of the hospital. Mrs. Wiley had been planning to go back to Australia where she was born. She had found out that Ray had an aunt that lived in Hobart, a city on the island of Tasmania off Australia, and she wrote to the aunt about Ray. Ray's aunt replied that he should come to live with her. Mrs. Wiley said that she would accompany Ray on his trip.

Motivating Question: Did you find out where Ray is going and why? (Hobart in Tasmania to live with his aunt)

Comprehension Questions:

A U

____ ____ 1. What was the name of the ship Ray was on? (S. S. Huron)

____ ____ 2. Where was Mrs. Wiley born? (Australia)

____ ____ 3. Do you think Ray's home is in the northern or southern hemisphere? (northern because of miserable February weather)

____ ____ 4. How old do you think Ray is? Why? (accept any age if child can give reasonable explanation)

Total Correct: ____ ____% Correct

181 words in selection

_____ words mispronounced or supplied

181/ _____ .00

_____ words pronounced correctly

_____ % of words pronounced correctly

ADMINISTERING, SCORING, AND INTERPRETING AN INFORMAL READING INVENTORY

Introduction: This module details the procedures for administering, scoring, and interpreting an Informal Reading Inventory (IRI). Examples used throughout the module are based upon an IRI constructed for use with the Holt Basic Reading System (HBRS). It will be helpful to refer to the examiner's copy of the word lists and passages while studying this module.

1.0 **Preactive Stage: Getting ready to give the IRI**

1.1 Assemble the basal texts from which the child will read. If you are working with a third grade child, for example, you *may* need books for Levels 6-15. Place a bookmark (a small sheet of paper will do) in the page the child will read. Place a light pencil line at the point where the passage ends so the child will know where to stop reading.

1.2 Make up a set of 3 x 5 cards on which each word from the word list is typed; one word per card. From your "deck" of word cards, select the words for the levels you will use with the child. (20 words or cards per level) Be sure the word cards are in the same order as the words on the examiner's word lists.

1.3 Secure an examiner's copy of all the word lists and passages you will use to record the child's reading performance.

1.4 Find a suitable place to work with the child where you won't be distracted by extraneous noises.

2.0 **Interactive Stage: Administering the IRI**

2.1 If you are right-handed, seat yourself to the right of the child at a desk or small table (Sit to his left if you are left-handed.) You may also sit across from the child if it is more convenient.

2.2 Establish rapport; talk *with* the child; help him feel "comfortable" (psychologically and physically).

2.3 Tell the child *why* you are working with him. You might say something similar to the following, but whatever you say, keep it in a natural conversational tone. "I have some very interesting reading books for you to use this year. We're going to do some things this morning which will help us find out which book would be the best one for you to use."

2.4 Start administering Word Recognition section of the IRI at the appropriate level. The chart below provides a *general* guideline for the appropriate starting level. (However, if you have some indication that the child's reading performance is above or below average, adjust the starting level accordingly.)

If the child is in Grade:	Start with the word list for Level:
2	1-6
3	7
4	9
5	11
6	13

2.5 Give the child the cards containing the words for the appropriate starting level and ask him to read the words as quickly as he can. (For younger children you might call it a "game" where they are to tell you the words as fast as they can.) Note: As an alternative, you may want to administer the word list by "flashing", or briefly exposing, each word directly from a copy of the word list.

2.6 Use the examiner's copy of the word list to record the child's responses while he is reading from the word cards. The examiner's copy has two columns: one for recording instantaneous responses, and one for recording the word instantly. Three types of notations are used to record the child's responses: (check (✓) indicates a correct response; a zero (0) indicates a refusal, i.e. no response. The third type of marking is simply to record what the child says when he mispronounces a word. Phonetic markings are also employed to indicate mispronunciation, accent on wrong syllable, etc.

The following examples illustrate the marking of the examiner's copy:

Child gave:	Word	Instantaneous	Analysis
a. Correct and instant response	book	✓	
b. Instant, but incorrect response; pronounced word correctly when asked to "Look at the word again"	some	same	✓
c. No instant response; after some delay said "pay"	play	0	pay

2.7 Continue the word cards (lists) until the child misses 25% of the words (5 words) in a single list or until the child shows visible signs of frustration.

2.8 Have the child read orally from the texts you have collected for this purpose. Or, you can have him read directly from a clean (unmarked) copy of the selection as printed in the examiner's copy. Begin with the paragraph which corresponds to the highest level word list which the child read 100% correctly; e.g., If the child did not mispronounce any of the words on the lists for Levels 8, 9, and 10, but missed 2 words at Level 11, begin with the oral paragraph for Level 10.

2.9 Give the child the book from which he will read (opened to the specific page). Use experience referent and motivating statement and ask the child to read orally (aloud) from the book.

2.10 **While the child is reading, record his miscues and errors using the following notation system:**

beautiful my	word supplied by examiner
~~mother~~	mispronunciation or substitution
repay dog	omission of word part or whole word
not does ∧ hear	insertion or addition
John said saw	reversals of word order or within words
I will	repetition of two or more words
Susan and/ Bill went to/ the store	awkward phrasing
H John galloped	hesitations

2.11 When the child finishes reading the passage orally, take the book back and close it.

2.12 Ask the child "Did you find out?" (referring to the motivating question). If he simply says "yes," ask him what he found. If he says "no," or if he doesn't remember what he was to find out, give him the entire question, e.g.,"Did you find out why Mrs. Plumley didn't like Ong?" Use a check (✓) to indicate a correct response, a zero (0) to indicate no response, or copy verbatim what the child says if his response is incorrect.

2.13 Ask the comprehension questions. (If a question refers to a picture, you will of course show the child the picture in the book.) If the child gives a correct or acceptable response, place a one (1) in the "U" (Unaided) column indicating that he answered the question correctly without any aid from the examiner. If he gives no answer to the question, provide *minimal* clues to help the child answer the question, being careful not to lead him *directly* to the answer. If the child gives a correct answer after "aid" has been provided, place a one-half (½) in the "A" column.

(Note: The scoring of comprehension questions obviously requires that you apply your own judgment about how much aid to provide and what answer is acceptable.)

2.14 After the child has answered the four comprehension questions, count up his total score and record the percentage correct. (Note: The child's answer to the "Motivating Question" is not included in this percentage.)

Example:	A	U	
	½		1.
		1	2.
	½		3.
		1	4.
Total	3	75% Correct	

2.15 Proceed to the next higher level passage *if* 1) the child's comprehension score is 75% or above, and 2) if he correctly pronounces 95% or more of the words in his oral reading of the passage. (Repeat steps 2.9 to 2.14

above for each successive level. In most cases, the administration of 2 or 3 passages will be sufficient to determine the child's functional reading levels.)

(Note: If the child's comprehension is *below* 75%, and if he mispronounces more than 5% of the words in the first passage he reads orally, regress to the next *lower* level passage, e.g. if his comprehension score is below 75% and he misses more than 5% of the words on a Level 10 passage, have him read Level 9 next.)

2.16 Discontinue having the child read the passages when any one, or all of the following conditions appear. The child:

1) mispronounces—or needs aid with—10% of the words
2) scores 50% or below on comprehension questions
3) shows visible signs of frustration

(Note: With experience, you will learn to *anticipate* when the child is reaching this "frustration level" so that you can discontinue the oral passages just before he reaches this level of difficulty.)

2.17 Beginning with the passage which follows the last one the child read orally, read the passage *to* him. (If the last passage read by the child was Level 11, begin by reading the Level 12 passage to him.) Use the experience referent and motivating statement before the reading and ask the motivating question and the comprehension question after you read the passage. Score the answers as you did in 2.14.

2.18 Continue reading the succeeding passages to the child until his comprehension drops to 50% or until the ceiling of the IRI (Level 15) is reached.

3.0 Post-active Stage: Summarizing and Interpreting the IRI

3.1 Enter the name of child, date, grade, etc. on IRI Record Sheet if this has not already been done.

3.2 Review completed examiner's copies of the word lists and oral passages administered. Compute the following scores for each level administered:

a) the percentage of words pronounced correctly in the Word Recognition section
b) the percentage of words pronounced correctly during oral reading of the passages
c) the percentage of comprehension questions answered correctly after oral reading of the passages
d) the percentage of comprehension questions answered correctly on the listening section

3.3 Enter the above mentioned scores on the IRI Record Sheet (see sample) for each level administered, e.g. If the child reads word cards for Levels 7, 8, 9, and 10, scores should be recorded at each of these levels in the Word Recognition column. If the child read the oral passages for Levels 9, 10, 11, and 12, scores for percentages of words correct and for comprehension should be recorded at each of these levels under the Oral Reading columns. If the child listened to the examiner read passages from Levels 13 and 14, comprehension scores should be recorded for these two levels.

3.4 Determine the child's independent and instructional reading levels using the following criteria:

	Percent of words pronounced correctly during Oral Reading	Percent of comprehension questions answered correctly
independent reading level	99%	90%
instructional reading level	95%	75%
frustration level	90%	50% or less

The level at which the child read 99% of the words in the oral passages correctly and answered 90% of the comprehension questions correctly is the child's independent reading level. His instructional level is the level at which he read 95% (or more) of the words correctly and answered 75% (or more) of the comprehension questions correctly. (These percentages are not as precise as they might appear. Interpretation is required in some cases.)

3.5 Utilizing a worksheet, analyze the child's Word Recognition. If the child did not instantaneously recognize a word, was he able to analyze it correctly?

3.6 Utilizing your worksheet, analyze the miscues made by the child during his Oral Reading. Write down each word the child pronounced incorrectly. Beside it, write down what the child actually said, e.g., tired-tried. (The word was *tired* but the child said *tried.*) Do this for each Word Recognition list too. Look for patterns. Does the child get the beginning sounds correct and miss the ending sounds? Are the beginning sounds of a particular type missed such as blends, digraphs, or vowels? Does a certain blend, digraph, or vowel seem to be a particular problem? Does the child have difficulty with word endings such as -ed, -ing, -s, or do some phonograms seem to cause difficulty? Do particular long or short vowels show up repeatedly as problem spots? Does the child reverse parts of words (on for no, saw for was, etc.)? Organize the child's miscues according to patterns found.

3.7 Analyze the child's comprehension question responses on both the Oral Reading and Listening passages. Look first at the child's answers to the motivating questions. Was the child able to keep the purpose for reading or listening in mind? Do the child's responses to the comprehension questions fit any pattern? Is he able to answer both factual and inferential questions correctly or does he make more errors in one category?

3.8 Record your worksheet findings under Summary of Specific Needs on the IRI Record Sheet. Cite examples of errors each time you specify a need, e.g., Child A probably needs help with digraphs as evidenced by his confusion of *where* and *there* (he called both words *here*) and his pronunciation of the word *shall* as *sall.* Child A also was unable to answer several inferential questions and needs instruction and practice in utilizing this comprehension skill.

3.9 You may use the information on the child's IRI Record Sheet to:

a) place the child in the HBRS Level which matches his *instructional* reading level

b) let the child read books which match his independent level for recreational reading

c) plan further individual instruction with this child based on his specific needs in the areas of word analysis and comprehension.

TEXTBOOK USAGE INVENTORY

The easiest way for a content area teacher to find out how effectively students can read materials assigned in class is to design a teacher-made inventory using the materials which are to be read and studied by the students. This type of informal survey is called a textbook usage inventory (TUI). A group inventory of this kind can be devised for each content area to determine a student's competence in such skills as the ability to use parts of the book, use supplementary reference materials, respond to a variety of types of comprehension questions, use content area vocabulary, and use various classroom survival skills such as notetaking, skimming and outlining.

It should be noted that diagnosis is a personal interactive relationship between the teacher and the student. Diagnosis should be considered a cooperative effort directed toward finding the most effective instructional correction. Diagnostic analysis should not be held as exclusive information from the student nor should corrective instruction be authoritatively imposed. The student should know the results of the diagnosis and have a good understanding of the focus of the instruction. It is logical to assume that a student will be better able to correct his or her reading weaknesses as a result of being closely involved in the diagnostic/prescriptive process.

A teacher-made textbook usage inventory serves as a tool for the implementation of the diagnostic/prescriptive concept of instruction. This type of inventory has the following advantages*:

1. It provides instant diagnosis of the student's competency with the materials to be used in the classroom.

2. The survey is easily scheduled by each content area teacher, avoiding the inconvenience of a school-wide testing procedure.

3. The inventory content is relevant since it is taken from the actual materials to be used in the classroom.

4. The inventory can be administered as a group survey.

5. The questions on the inventory reflect the style and expectations of the subsequent classroom instruction thereby sequencing the instruction from diagnosis to prescription.

6. The student's responses to the questions on the inventory provide information concerning his or her language development and the possible need for instructional assistance in this area.

7. This type of informal skill diagnosis assists the teacher in knowing the exact focus the classroom instruction needs to take. Skills which are mastered by students do not need as much classroom time as those skills which are not mastered.

8. The scoring of the inventory is expressed in terms of competency or non-competency rather than by grade. This affords the teacher the opportunity to measure individual and group skill needs in terms of their specific strength and weaknesses.

9. The results from the inventory provide the opportunity for close communication between the teacher and student concerning an analysis of the student's particular strengths and weaknesses and assisting the student in determining his or her study needs.

10. Reevaluation is easily accomplished throughout the school year with similar informal diagnostic surveys allowing the teacher to measure the effectiveness of his or her instruction and assisting the student to measure the results of his or her study efforts.

The textbook usage inventory is an effective survey for assessing the student's ability to read the required materials used in a given content area. It serves as a helpful tool for the content area teacher in the implementation of the diagnostic/prescriptive concept of teaching.

Diagnostic Survey. Directions for the following diagnostic survey test are based on an English literature textbook. The sample can be followed and adapted to any content area.*

1. Use between 30-40 questions.
2. Use questions designed to measure the following reading skills in the proportions shown below.

a. Using parts of the book (3 questions in all)
   1. Table of contents
   2. Index of titles
   3. Glossary
   4. Biographical data
   5. Introductory paragraph to story

b. Vocabulary needs
   1. Meaning (7-8 questions)
      a. General background of word meanings
         (1) select correct meaning from several dictionary meanings
         (2) antonyms, synonyms
      b. Contextual meanings

*This material is adapted from *Comprehensive High School Reading Methods* by David L. Shepherd. The book was published in 1973 by Charles E. Merrill Publishing Co.

2. Word recognition and word attack (14-15 questions)
   a. Divide words into syllables
   b. Designate the accented syllable
   c. Note and give meaning of prefixes and suffixes
   d. Change the part of speech of a word (noun to verb, adjective to adverb, etc.)

c. Comprehension (11-12 questions)
   1. Noting the main idea
   2. Recalling pertinent supporting details
   3. Drawing conclusions, inferences
   4. Noting the sequence of ideas

d. Reading rate. Have a student note the time it takes for him to read the selection. Then figure reading speed in words per minute.

e. Skimming to locate information (2-5 questions). Use selection different from the one used for comprehension speed purposes.

3. Choose a reading selection of not more than four pages.

4. Administer the inventory.

a. Explain the purpose of the inventory and the reading skills it is designed to measure. When the inventory is given, advise the students which skill is being measured.
b. Read each question twice.
c. Questions on the use of the parts of a book are asked first. Students will use their books.
d. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.
e. Read selection silently. Note and figure speed.
f. Ask questions on vocabulary. Students will use book for questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions, and these should be written on the blackboard.
g. Skimming. Use a new selection. Books will be used.

5. A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly when there are more than three questions measuring a specific skill.

6. This inventory, being administered to a group, does not establish a grade level. Nonetheless, anyone scoring above 90 per cent may be considered to be reading material too easy for him. Anyone scoring below 65 per cent may be considered to be reading material too difficult for him. If the material is suitable, the scores should range between 70-90 per cent.

7. Tabulate the results on a class profile chart.

8. Sample form of inventory.

a. Parts of book
   1. On what page does the unit (selection) entitled *Exploring One World* begin?
   2. What section of your book would you use to find out something about the author of a story in the book?
   3. In what part of the book can you find the meaning of a word that you might not know?

b. Introduce story — explore student background of experiences on the subject of the story and set up purpose questions. Students read silently. Time required is noted.

c. Vocabulary — what is meant by the word "crab" as it is used in the story (line _____, column _____, page _____)?

d. Contextual meaning — what is meant by the word "eliminate" (line _____, column _____, page _____)?

e. Synonyms and antonyms
   1. What word means the opposite of "temporary"?
   2. Use another word to describe the coach when he looked amazed.

f. General knowledge of meaning
   1. Select the proper meaning of the word "entice."
      a. To lure, persuade
      b. To force
      c. To ask
      d. To caution
   2. Select the proper meaning of the word "initial."
      a. The last or end
      b. The beginning or first
      c. The middle
      d. A letter of the alphabet
   3. Select the proper meaning of the word "rectify."
      a. To do wrong
      b. To make right
      c. To destroy
      d. A priest's home

g. Word recognition of syllabication and accents — divide the following words into syllables and show which syllable is accented: eliminated, amazed, undemocratic and fraternities.

h. Prefixes and suffixes
   1. What does the prefix "un" mean as used in "undemocratic"?
   2. What is meant by "pre" in the word "prescription"?
   3. Change the verb "astonish" to a noun.
   4. Change the noun "boy" to an adjective.
   5. Change the adjective "democratic" to a noun.
   6. Change the adjective "slow" to an adverb.

i. Comprehension of main ideas
   1. What is a _____? What happened when _____?
   2. Such questions as applicable here; ask for only the main points of the story.

j. Details — questions about specific bits of information concerning principal characters or ideas.

k. Drawing conclusions and inferences — questions, the answers to which are not completely found in the textbook. Questions beginning with "what," making comparisons or predicting what may happen, e.g., Why did Bottle imagine he could perform such astounding athletic feats as setting the state high school record in jumping?

l. Sequence — questions asking what happened as a result of _____, e.g., What steps did the police use to solve the mystery?

m. Skimming — use a new reading selection and design questions to encourage the pupil to locate some specific bit of information.

TEXTBOOK USAGE INVENTORY

The following is a list of steps involved in the construction, administration and interpretation of a teacher-made textbook usage inventory:

1. Locational Skills — Design a series of 10-15 questions which will assess the student's ability to use the parts of his or her textbook and any reference materials which you expect the student to use in the classroom for that year. The purpose of this portion of the inventory is to determine, early in the school year, the student's ability to use the text and reference materials so you may know if corrective instruction needs to take place before regular classroom assignments are made. A list of the various locational skills follows on page 58, and a sampling of possible questions on pages 58-59, which will assist you in making an inventory. It is not necessary to ask questions for all of the locational skills, but rather only the ones which are pertinent to your content area.

2. Reading Passage — Select a passage of approximately 300 words from the textbook to be used in your classroom. Design 10 comprehension questions representing a variety of types which assess the student's comprehension strengths and weaknesses. A sample passage and questions follow on pages 59 and 60. Instruction on how to design a variety of comprehension questions is on pages 76 and 77 of this manual.

3. Administration — Prepare the inventory and administer it as a group silent reading survey. It is advisable to give it within the first two weeks of the school year so that early assessment information may be gathered.

4. Scoring — Express scoring for the locational portion of the inventory in terms of competency (+) and noncompetency (—). If some students are unable to use the appendix of their book, for example, then instruction should be given to students who need help with this skill. The scoring for the comprehension portion of the inventory renders two kinds of information. First based on the criteria used for the various reading levels determined by an informal reading inventory (refer in this manual to page on informal reading inventories), it can be determined if a student is functioning at an independent, instructional or frustration level in the textbook. Determining these levels informs the teacher of how effectively a student functions/reads in the text. A scoring analysis for a passage approximately 300 words follows:

Student Reading Level	Error Count	Equivalent Per Cent	Student Reading Behavior
Independent	0 — 1	90%	Functions in the text with little or no instructional assistance.
Instructional	2 — 2½	75%	Functions in the text but needs some instructional assistance.
Frustration	5+	50%	Unable to function in the text — needs alternate materials.

In addition to determining the level the student functions in the text, the second kind of information gathered is an analysis of the student's comprehension strengths and weaknesses. It can be determined if a student can successfully answer questions of main idea (MI), details (D), vocabulary (V), sequence (Seq), cause and effect relationships (CE), inferences (Inf), and critical thinking (CT).

5. Record Keeping — To remain in accordance with the diagnostic/prescriptive concept of teaching, accurate records must be made of a student's performance. Skills selected for the records depend again upon the instructional focus. Each teacher's records may appear different. It is suggested, for the convenience of the teacher, that all skills be keyed into the grade book. This would require that two to four pages of the grade book be kept available for record keeping. A teacher can easily see the various skill strengths and weaknesses of a given class. Instructional decisions can be based upon this data. Below is a sample of the record keeping for the comprehension portion of the inventory:

It is suggested that the teacher make up three inventories, each having different questions and a different 300 word passage. With three forms of the teacher-made inventory, retesting can be done at any chosen time to determine the effectiveness of skill instruction.

The utilization of a textbook usage inventory serves as an effective tool for the content area teacher to implement the diagnostic/prescriptive approach to teaching.

First testing date* Subsequent testing dates**

Ending _____ 19 ____

Frequency Distribution Table

No. in class	A	B	C	D	F	Period

SECOND SIX WEEKS PERIOD

	MI					D					Inf. Con.					Daily Avg.	Test	Seq.					Voc.					CR. T.					Daily Avg.	Test	Student's Reading Level
	9/14*	**	**	**	**	9/14					9/14							9/14					9/14					9/14							
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
Allen, R	+					+					+							/					+					–							Inst.
Dorset, S.	+					+					+							+					+					+							Inst.
Jones, B.	+					+					–							–					+					–							Frust.
Grey, M.	+					+					+							+					+					+							Inst.
Hall, R.	–					+					–							–					+					–							Frust.
Roose, B.	+					+					+							+					+					+							Ind.
Smith, G.	+					+					+							+					+					+							Inst.
Tucker, M.	+					+					+							+					+					+							Ind.
Vine, N.	+					+					+							+					+					+							Ind.
Wall, H.	+					+					+							+					+					+							Ind.

COMPONENTS OF LOCATIONAL SKILLS AND TEXTBOOK USAGE INVENTORIES

List of Locational Skills

Textbook Parts

Title and Subheadings

Preface/Introduction

Table of Contents

Publishing Information

Lists of Illustrations and Graphic Materials

Specific Chapters

Index

Bibliographies

Footnotes

Glossaries

Appendix

Reference Materials

Dictionaries

Encyclopedia

Thesauri

Readers' Guide

Card Catalogue

Atlases

Maps

Globes

Timetables

Telephone Books

Charts and Graphs

Directories

Newspapers

Magazines

SAMPLE QUESTIONS FOR DETERMINING STUDENT'S ABILITY AT LOCATING INFORMATION

Titles and Subheadings

Examples:
1. What is the name of the third chapter?
2. What is the first subheading in the fifth chapter?

Preface or Introduction

Example:
1. On what page in this text does the preface or introduction begin?

Table of Contents

Example:
1. On what pages do Chapters 2, 7, and 8 begin?

Publishing Information

Examples:
1. Who is the publisher of the text?
2. In what year was the book published?

Lists of Illustrations and Graphic Material

Example:
1. Does this book include a listing of illustrations and graphic materials? If so, on what page is it located?

Specific Chapters

Example:
1. How many chapters are in this text?

Index

Example:
1. On what page(s) would you find information about *alloys*?

Bibliography

Examples:
1. How many bibliographic entries are there for Chapter 5?
2. If you wanted more information regarding the content of Chapter 6, name one source that you might use.

Footnotes

Example:
1. In Chapter 8 on page 241 the author has quoted from another source. Name the source used.

Glossary

Example:
1. In this text the word *romantic* has a specific meaning. What is it?

Appendix

Example:
1. Does this text have an appendix? If so, on what page does it begin?

Dictionary

Examples:
1. What is the phonetic spelling of the word *noncollinear*?
2. From what language does the word *maize* come?

Encyclopedia

Examples:
1. Where was Harry Truman born?
2. On what page would you find information about termites?

Thesaurus

Example:
1. On what page would you find

synonyms for the word *lonely*?

Readers' Guide

Example: 1. Name two recent magazines in which you would find information about population growth.

Card Catalogue

Example: 1. How many books does this library have that are written by Jack London.

Atlases

Example: 1. In the state of Washington what is the height of the highest mountain?

Maps

Example: 1. What is the most direct route from San Francisco to San Diego?

Globes

Example: 1. In what climate zone is the country of Ecuador located?

Timetables

Example: 1. At what time does the first bus stop at Meridian and Washington Streets?

Telephone Books

Examples:
1. On what page would you find the number(s) of Noble Roman's Pizza?
2. On what page is the zip code directory located?
3. On what page does the listing of city offices begin?

Charts and Graphs

Example: 1. Using the chart on page 270, determine the amount of simple interest on one dollar at a rate of 9.5 per cent for a period of 28 days.

Directories

Example: 1. Find the number of employees working at Best Foods Corporation.

Newspapers

Examples:
1. On what page is the crossword puzzle located?
2. In what section are the political cartoons located?
3. On what page would you find advertisements for movies?

Magazines

Example: 1. The article entitled "Dating" is located on what pages?

The following is an example of a textbook passage and comprehension questions which comprise a teacher-made textbook usage inventory.

Benjamin Franklin sat listening to the debates at the Constitutional Convention. From time to time, his eyes wandered over the room. Often, they came to rest on the straight, high-backed chair in which George Washington sat as presiding officer. An unusual painting on the back of the chair greatly interested Franklin. In the painting, the artist pictured the sun just above the horizon. Was it a rising sun? Or was it a setting sun, about to disappear below the horizon? Throughout the many weeks of the convention, Franklin wondered about it. He was unable to decide.

On the last day of the Convention, Franklin decided he had the answer. Turning to James Madison of Virginia, he said, "I have often. . . looked at that (sun) behind the President without being able to tell whether it was rising or setting; but now, at length, I have the happiness to know that it is a rising and not a setting sun."

A few minutes later, the last of the delegates signed their names to the Constitution. The Convention's work was done. Now the delegates could take home with them the plans for a new national government.

*But what did Franklin mean by a "rising sun"? During the months that it took to write the Constitution, there had been many anxious moments. There had been bitter arguments between delegates. At times, it looked as though the delegates might never be able to agree on a new, stronger government. Now Franklin felt more certain. He had confidence in America's future.**

Textbook Usage Inventory
(Questions and Possible Answers)

1. What would be a good title for this passage? (MI) *America's Future — Doubt or Confidence*

2. In this passage, what important event were the men attending? (D) *Constitutional Convention*

3. What is meant by the word *horizon*? (V) *An apparent junction between earth and sky*

4. According to this passage, list three consecu-

*This passage is from *America: Its People and Values* by Leonard C. Wood, Ralph H. Gabriel and Edward L. Biller. The book, now in its second edition, was published by Harcourt Brace Jovanovich in 1975.

tive events which took place on the last day of the Convention. (SEQ) *1. Franklin decided on an answer. 2. Turned to Madison to discuss his decision. 3. A few minutes later the last delegates signed the Constitution*

5. What happened once the Convention's work was done? (CE) *The delegates could now take home plans for a new national government*

6. What is meant by the word *delegate*? (V) *A representative to a conference or convention acting for others*

7. What state did James Madison represent? (D) *Virginia*

8. What is stated in this passage which makes you think the writing and signing of our Constitution was a long and difficult task? (INF) *The convention lasted for many weeks; it took many months to write the Constitution; the delegates had bitter arguments*

9. Why did Franklin finally decide the sun in the painting was a rising sun? (CE) *Because he realized the arguments were now settled and the Constitution was going to be signed*

10. In your judgment, do you think our Constitution should have been devised and approved by this argumentative method? Why or why not? (CT)

_____

_____

_____

_____

Student's name _____

Comprehension score _____

Textbook Evaluation

What is readability? What are the factors which make a book readable? An exploration into the answers to these questions will assist a teacher in understanding how he or she can best match a student's reading ability to the difficulty of the reading materials required for a given content area.

Along with the evaluation of a student's reading strengths and weaknesses a teacher must understand the strengths and weaknesses of the materials he or she is requiring the students to read.

Four methods for analyzing a textbook are presented as follows so the teacher may have a thorough understanding of the materials used in the content area. Also included are two evaluation checklists and the Graph for Estimating Readability by Edward Fry. It is wise that more than one method be used in the textbook analysis so the final judgment of the book is not based upon the restrictions of either a checklist or a formula.

Criteria for Materials Selection

Below is a checklist which presents an overview of many of the factors to be considered in evaluating a textbook or supplementary materials.*

Promotes interactive qualities among students = materials are appropriate and well done.

1. Challenges students.
   ☐ Yes ☐ So So ☐ No
2. Is easily presented to students.
   ☐ Yes ☐ So So ☐ No
3. Presents content clearly and understandably.
   ☐ Yes ☐ So So ☐ No
4. Defines new or difficult concepts and terms used.
   ☐ Yes ☐ So So ☐ No
5. Points to supplemental learning activities and other resources for further study.
   ☐ Yes ☐ So So ☐ No
6. Presents information as effectively and understandably as it would be through another medium (for example, a book as opposed to a 16mm motion picture presentation; an audio learning taped presentation as opposed to skill-text materials).
   ☐ Yes ☐ So So ☐ No
7. Presents major points well.
   ☐ Yes ☐ So So ☐ No
8. Presents concepts correctly.
   ☐ Yes ☐ So So ☐ No
9. Reinforces concepts and understandings with suitable visual/verbal illustrations.
   ☐ Yes ☐ So So ☐ No
10. Is technically acceptable (for example, clarity of visual effects, fidelity of sound, use of colors).
    ☐ Yes ☐ So So ☐ No

*This checklist is reprinted from an article called "Standards for Materials Selection" by Howard Ball. It appeared in the December, 1976, issue of *Journal of Reading*, Vol. 20, No. 3.

11. Meets objectives of unit of study for which it will be used.

☐ Yes ☐ So So ☐ No

12. Provides mechanisms for placing students at appropriate level of entry (for example, diagnostic and prescriptive devices).

☐ Yes ☐ So So ☐ No

13. Stipulates entry points so students can terminate activities at certain points and return at a later time.

☐ Yes ☐ So So ☐ No

14. Fulfills all stated or implied objectives.

☐ Yes ☐ So So ☐ No

15. Provides learning activities that will help students attain instructional objectives.

☐ Yes ☐ So So ☐ No

16. Clearly delineates entry requisites within context of material (rather than in separate handbook).

☐ Yes ☐ So So ☐ No

17. Gives instructions for use that are clear and understandable.

☐ Yes ☐ So So ☐ No

18. Is interesting and acceptable to targeted students.

☐ Yes ☐ So So ☐ No

19. Presents concepts and skills thoroughly and accurately.

☐ Yes ☐ So So ☐ No

20. Uses language suitable for students who will be using material.

☐ Yes ☐ So So ☐ No

21. Presents current and up-to-date information.

☐ Yes ☐ So So ☐ No

22. Presents instructional activities in variety of different and interesting ways.

☐ Yes ☐ So So ☐ No

23. Depicts other cultures and ethnic or racial groups in a positive way.

☐ Yes ☐ So So ☐ No

24. Avoids outmoded or harmful stereotypes (females, laborers, inner-city residents, and so forth).

☐ Yes ☐ So So ☐ No

Contains pre- and post-test activities:

25. Provides pre- and post-test devices.

☐ Yes ☐ So So ☐ No

26. Provides pre- and post-test activities that represent all objectives implicitly or explicitly stated within the content.

☐ Yes ☐ So So ☐ No

27. Provides post-test activities that reflect major concepts presented.

☐ Yes ☐ So So ☐ No

28. Suggests or provides continuous assessment activities for measuring student achievement.

☐ Yes ☐ So So ☐ No

29. Uses clear and easy scoring devices.

☐ Yes ☐ So So ☐ No

30. Provides assessment devices that indicate objectives students have attained and those not mastered.

☐ Yes ☐ So So ☐ No

31. Uses directions and devices that are similar for both pre- and post-test activities.

☐ Yes ☐ So So ☐ No

32. Uses pre- and post-test activities that provide information to assist the teacher in selecting the most appropriate materials, resources and activities.

☐ Yes ☐ So So ☐ No

Provides teacher-controlled mechanisms:

33. Can be adjusted in terms of amount of time needed.

☐ Yes ☐ So So ☐ No

34. Can be revised and updated easily.

☐ Yes ☐ So So ☐ No

35. Offers flexibility of design; that is, can be modified to be more effective for specific students with unique learning needs.

☐ Yes ☐ So So ☐ No

36. Provides for changes in pace of presentation to accommodate individual learning styles of students.

☐ Yes ☐ So So ☐ No

37. Contains feedback mechanisms so that quality of learning can be continuously monitored by teacher.

☐ Yes ☐ So So ☐ No

Provides instructional support:

38. Provides guide or manual to assist the teacher in using applicable approaches, procedures and assessment techniques.

☐ Yes ☐ So So ☐ No

39. Can be properly presented with equipment that is available to school.

☐ Yes ☐ So So ☐ No

40. Offers suggestions for continuous appraisement of instructional effectiveness.

☐ Yes ☐ So So ☐ No

41. Suggests alternatives for different groups of students.

☐ Yes ☐ So So ☐ No

Verification and validation is apparent:

42. Has been recommended by professional persons or reviews.

☐ Yes ☐ So So ☐ No

43. Has been validated through systematic field-tested procedures.

☐ Yes ☐ So So ☐ No

44. Is compatible with educational policies and philosophies as established for this educational agency.

☐ Yes ☐ So So ☐ No

45. Provides information on how teachers have used these materials and with what results.

☐ Yes ☐ So So ☐ No

46. Is designed and published by a company with a record of publishing instructionally sound materials.

☐ Yes ☐ So So ☐ No

Provides follow-up activities:

47. Provides for generalizability; that is, students will be able to apply what they have learned to other related areas or similar situations.

☐ Yes ☐ So So ☐ No

48. Suggests other resources and activities for students motivated to explore this area further.

☐ Yes ☐ So So ☐ No

49. Suggests other resources and activities for students who have difficulties with specific objectives or certain tasks.

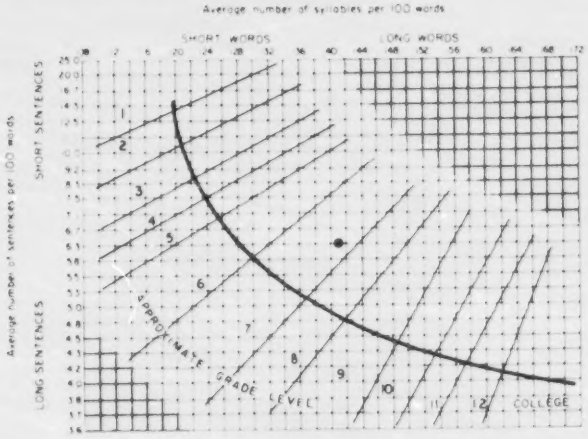
☐ Yes ☐ So So ☐ No

50. Presents complementing, follow-up activities for reinforcement.

☐ Yes ☐ So So ☐ No

GRAPH FOR ESTIMATING READABILITY

Below are the directions for using the Fry Graph for Estimating Readability.* It should be noted that the final index rendered by this graph is but an *estimate* and should be treated as such. The instructions recommend the analysis of three 100-word passages, but it is suggested that six or nine 100-word passages be used to gather a more representative sampling. The final indice should be expressed in a range as, grade level 6-7.



Directions: Randomly select three 100-word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on a graph to determine the grade level of the material. Choose more passages per book if great variability is observed. Few books will fall in the gray area but when they do grade level scores are invalid.

Example:

	Syllables	Sentences
First 100 Words	124	6.6
Second 100 Words	141	5.5
Third 100 Words	158	6.8
Average	141	6.3

Readability seventh grade (see dot plotted on graph).

For further information and validity data see the April, 1968, *Journal of Reading* and the March, 1969, *Reading Teacher.*

*This graph was developed by Edward Fry at Rutgers University Reading Center in New Brunswick, NJ.

Below is a list of factors which affect the relative difficulty of the textbook. This list should be used in conjunction with the Fry Graph. After an estimated readability index has been determined by the Fry method, each one of the following factors should be taken into consideration to further substantiate the findings.

For example, the Fry formula may render an estimate of ninth grade for a sixth grade reading text. However, after further sampling, one may find that the text's sentence length is not too excessive, its vocabulary not too demanding and that its concepts are concrete. One may also discern that its interest and motivational features are high and that its language structure is appropriate for the sixth grader. Thus, it isn't too difficult for a sixth grader to read. It is advisable, then, to look beyond the readability formula.

FACTORS DETERMINING READABILITY

Interest Factor

Sentence Length	Types of Sentences — simple, compound, complex modifying clauses and phrases
Vocabulary	Frequency, polysyllabic simple, complicated, unfamiliar obsolete (archaic) Colloquial (indirect reference) scientific, technical, specific allusive ambiguous (inexplicit) sophisticated parts of speech (variations in meanings)
Concept Load	Idea Density abstract — concrete

Considerations in Evaluating Textbooks

Below is a checklist which narrows down some of the criteria for materials selection. It is suggested that this list be used along with the Fry Graph and the Factors Determining Readability List to gather a more complete analysis of materials.*

☐ 1. The density of concepts isn't intended to frustrate the student. In other words, each sentence isn't packed with several ideas.

☐ 2. The sentence complexity isn't unusually high. That is, the authors don't tend to always use long compound and complex sentences.

☐ 3. The authors don't continually choose to use long, difficult words when simpler synonyms would suffice.

☐ 4. Captions under graphs, tables and diagrams are clearly written.

☐ 5. The text contains both a table of contents and an index.

☐ 6. The table of contents shows a logical development of the subject matter.

☐ 7. When the text refers to a graph, table, or diagram, that aid is on the same page as the textual reference.

☐ 8. Pictures are in color and are contemporary, not dated by dress unless the author's intention is to portray a certain period.

☐ 9. Difficult new vocabulary words are highlighted, italicized, or underlined.

☐ 10. The main idea or purpose for reading a chapter is stated at the beginning.

☐ 11. The authors include a summary at the end of each chapter.

☐ 12. Various ethnic groups, and male and female characters, are depicted authentically in the text.

☐ 13. Questions at the end of a chapter vary (true-false, multiple choice, essay), and they are at different levels of comprehension (literal, interpretive, and application).

☐ 14. At times the text refers to practical, real life situations students can relate to and develop an interest.

☐ 15. The text includes quotations from other sources and authorities to support its statements.

☐ 16. The text suggests other out-of-class readings and projects to stimulate additional student interest.

☐ 17. The book is recently copyrighted (within the last two years) and the contents genuinely up-to-date.

☐ 18. The text is suitable for achieving the stated course objectives.

*The checklist is from the article, "Do's and Don't's in Evaluating Textbooks," by Kenneth C. Krause, which appeared in the December, 1976, issue of *Journal of Reading*, Vol. 20, No. 3.

For additional insight concerning readability formulas, examine the following sources:

Harris, Albert J., and Jacobson, Milton D. *Basic Elementary Reading Vocabularies*. New York: The MacMillan Company, 1972.

_____, and Sipay, Edward R. *How to Increase Reading Ability*. 6th ed. New York: David McKay Company, Inc., 1975.

Seels, Barbara and Dale, Edgar. *Readability and Reading, An Annotated Bibliography*. Newark, DE: International Reading Association, 1971.

Spache, G.D. *Good Reading for Poor Readers*. Champaign, IL: Garrard Publishing, 1974.

Summary:

Needs assessment is accomplished by making a thorough analysis of all factors involved in creating a comprehensive reading program. These factors include an analysis of the staff, parents/community, students, reading materials, and the facility. Such an analysis will lead to a full understanding of all considerations necessary to establish an effective (comprehensive) reading program.

3 Content Area Teaching Strategies

Introduction: It is generally accepted that educators should accurately diagnose and instruct students, allowing them to progress at a reasonable rate while providing them with appropriate materials.

Diagnostic-prescriptive teaching augments this concept by providing each child with methods and materials in accordance with individual needs. The techniques are useful at the elementary, junior high or high school level and can be used with basal readers, language experience, open classroom, traditional classroom, or whatever organizational pattern or type of material is presently in use.

An important aspect of this method is organization and record keeping to insure that students benefit from the needs assessment. One of the most manageable classroom teaching strategies is the directed reading lesson which is explained in this chapter.

Prescriptive Teaching
Diagnosis and Prescription in Teaching Reading

Introduction

This document defines and describes the process of diagnostic-prescriptive teaching as it relates to reading instruction. It is intended for a variety of people involved in helping children and young people learn to read; for each of these people this document will mean different things:*

—For the school administrator a general overview of what is involved in developing a diagnostic-prescriptive reading program is presented.

—For reading specialists and persons responsible for directing a diagnostic-prescriptive reading program, practical steps and guidelines are presented.

Suggestions for additional sources of information are given.

—For the teacher who is to carry out diagnostic-prescriptive reading instruction ideas on how the program should operate are discussed and sources for other ideas are described.

Seven questions concerning diagnostic-prescriptive reading instruction are posed and discussed. The answers presented form the basis for the guidelines for developing a reading program based on the diagnostic-prescriptive philosophy. The discussion is intended to be a broad overview to provide interested persons with general ideas and other sources they may refer to.

What Is Diagnostic-Prescriptive Teaching?

The term diagnostic-prescriptive teaching of reading may be new to the reader but the idea is not new. Basically, the ideas involved in this type of reading instruction are those which have been discussed throughout education under the heading of individual differences. Diagnostic-prescriptive teaching is what many teachers of reading have always been doing. Diagnostic-prescriptive teaching of reading means that the reading teacher finds out the learner's strengths and needs in terms of learning to read and attempts to prescribe the best possible techniques to help the learner grow in his reading skill. The prescriptions made by the teacher are not absolute and infallible; they are the best decisions which he can make after carefully looking at what the reader can and cannot do in reading. In the prescription, the teacher not only determines *what* the reader should be taught, but also *how* it should be taught. Diagnostic-prescriptive teaching is not a method of teaching reading. It is a way of thinking about and organizing for reading instruction with the learner's strengths and needs serving as the basis on which the program is established. In a diagnostic-prescriptive reading program the teacher looks at the reader's ability to use the various skills involved in reading and determine which he has mastered and which need to be taught.

The teacher in the diagnostic-prescriptive program takes on the role of decision maker; he is no longer just the dispenser of information. As the decision maker he is constantly going through a series of steps requiring that certain decisions be made. These steps, diagrammed in Figure 1, are:

1) Gathering relevant background information about the reader
2) Generating alternative actions for the reader's program
3) Evaluating the alternative actions to select the ones best suited for the reader
4) Carrying out the chosen alternatives
5) Evaluating the results of the alternatives carried out and deciding what additional information or new alternatives are needed

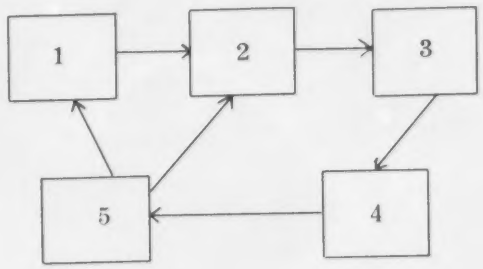


Figure 1 Diagnostic-Decision Making Process**

*This section is adapted from *Diagnostic-Prescriptive Instructional Design*, a manual published in 1976 by the Indiana Department of Public Instruction. This portion was written by J. David Cooper, a Ball State University professor.

**This diagram is adapted from *Decision Making for the Diagnostic Teacher*, a book written by Cooper and others. It was published in 1972 by Holt, Rinehart and Winston.

As can be seen in Figure 1, the teacher first gathers relevant information needed to set up an instructional program for the learner. Next, he looks at the information to determine the possible alternatives for instruction. These include what is to be taught and how it is to be taught. Then, he evaluates these alternatives in light of what he has learned about the reader to select the best alternatives for the reader in this situation. The alternatives are carried out and then the teacher evaluates the results to determine the need for more information and or new alternatives. This decision making process is circular in that it never stops. The teacher in the reading program is constantly going through these steps. The diagnostic-prescriptive reading program remains flexible. The organizational patterns and the instructional activities change frequently; as the learner's needs change, the program changes. Unlike the traditional reading program where the next skill is taught because it comes next in the book, the diagnostic-prescriptive reading program builds its instruction on the needs of each student. Skills are taught to a level of mastery. Mastery is defined arbitrarily as having the student achieve a certain percentage of accuracy on tasks related to a skill. In most cases this level of mastery is 80%-90% correct, on the tasks given. In this way diagnostic prescriptive teaching is preventive teaching. Problems are caught before they occur.

In summary, diagnostic-prescriptive teaching of reading is a way of thinking about and organizing for reading instruction in which the teacher is constantly determining the learner's strengths and needs. This information is used to select the instructional activities best suited for the learners.

What Must Be Assumed In A Diagnostic Prescriptive Reading Program?

In order to function in a diagnostic-prescriptive program certain assumptions about reading and the teaching of reading must be agreed upon. These are not absolutes; they only form a basis from which to build a reading program. As our knowledge about reading and the teaching of reading changes, the assumptions may change. Each of the following assumptions forms a part of the foundation on which the diagnostic philosophy is built.

1) There is no one best method for teaching reading.* Readers learn in different ways. There is no one way which will work for every reader. Therefore, the teacher must have a variety of techniques and approaches to be used in the classroom.
2) Basal readers and other materials do not constitute a reading program. They are materials which serve as resources to help the teacher achieve the program objectives. The program consists of the content to be taught and the procedures used to do the teaching. Books and materials serve as the resources used in the teaching process.
3) There are certain skills which appear to be important in learning to read. Although authorities do not agree completely on what these skills are or the order in which they should be taught, there is some agreement. Before the diagnostic-prescriptive program can operate, there must be some agreement as to the skills it will develop. This listing of skills forms the basis for the diagnosis.
4) The one thing which will make more difference in the reader's growth than anything else is the teacher.**Although this statement has been made many times it still remains the only factor which can consistently be identified as significantly influencing the reader and how he learns.

What Must the Diagnostic-Prescriptive Teacher Know?

In order to operate in a diagnostic prescriptive reading program there are certain basic knowledges and understandings which the teacher must have. These include:

1) Understanding the components of reading
2) Knowing how readers learn
3) Being able to diagnose reading needs
4) Knowing a variety of ways to organize for instruction
5) Knowing a variety of techniques for teaching.

First of all the teacher needs to know that reading is composed of two broad skill areas—decoding and comprehension.

These two areas form the core of what is to be taught in reading, but the foundation on which all reading skills are built is oral language. Therefore the teacher must know that decoding and comprehension skills have their beginning in oral language and that

*This material is taken from "The Cooperative Research Program in First Grade Reading Instruction," an article by Guy L. Bond and Robert Dykstra. It appeared in the 1967 summer issue of *Reading Research Quarterly*, Vol. II, No. 4.

**This thesis is discussed in *Do Teachers Make A Difference?*, a pamphlet published in 1970 by the United States Office of Education.

development of these skills must be carried out in light of the student's oral language abilities. The skills included in these areas are not absolute. As our knowledge of reading changes our understanding of which skills are important changes. The significant factor is that the teacher have a basic listing of the skills which compose each area and understand that these skills have no particular grade level or reading level placement. For example, certain beginning level skills may be needed by the student in the sixth grade. Also, the student who reads eighth grade level may not know how to use a skill assumed to belong at the beginning level. In this case maybe the skill is unimportant to this particular student's growth in reading. The important thing is that the teacher have some listing of skills to operate from but realize that all students may not need all skills.

Related to knowing what the basic skills are in reading is the second important area for the diagnostic-prescriptive teacher—knowing how the reader learns and knowing the factors which are related to reading success. We cannot predict exactly how a person will learn best. However, we do know that a student's health, vision, hearing, emotional make-up, background and experiences influence how he learns to read. However, problems or negative aspects of any of these areas are not necessarily causes of difficulty in learning to read. It can be said that they influence how a reader learns but it cannot be said that they definitely cause problems. Too often difficulties in these areas become excuses for not teaching. The important point is that the diagnostic prescriptive teacher be aware of these factors and take them into account when developing each student's reading prescription.

With this information on reading and the reading process, the diagnostic-prescriptive teacher must know how to assess students in reading and the related areas. In other words, the diagnostic teacher must be able to diagnose through testing and teaching. This means being able to interpret standardized reading tests and knowing what they mean and don't mean.* The teacher must understand that the reader typically has three reading levels—an independent level, an instructional level and a frustration level. He needs to have techniques for determining these levels and for determining the specific skill needs of the reader. Once the teacher has the skill of diagnosing, including knowing how to interpret the information gained from tests, both formal and informal, the information must be organized in some manner which is useful for managing the program. A system for keeping track of what each student knows and what he needs help with is a must. (Sample in Appendix A).

After the teacher has diagnosed the needs of the students he needs to have a variety of techniques for organizing the class for instruction. Individual needs of students can be met by grouping, having students work in teams or by having them work individually. Too often individualization is viewed as each student being taught separately. This is not only difficult to do but also very inefficient. The individual needs of students can be met through grouping as long as the grouping is not done on a permanent basis. In a diagnostic-prescriptive program groups change frequently. A teaching cycle of two to three weeks should be established. At the conclusion of the cycle the organization of the groups should be reviewed.

Finally the diagnostic teacher needs to have a variety of strategies to draw from during instruction. This does not mean materials, but rather, teaching techniques. Published materials may be helpful and make the job easier, but the program can function without them. The materials only constitute the resources which the teacher uses in carrying out the instruction.

The skills and knowledges needed by the diagnostic-prescriptive reading teacher are pr bably no different from what any reading teacher should have. In fact, the diagnostic-prescriptive teacher of today is what we have always sought in good reading teachers. At last we are getting to the point where we are identifying the skills needed by these teachers so they can be employed in the classroom.

What Does the Diagnostic-Prescriptive Teacher Diagnose and How Is It Done?

One of the first steps taken by the diagnostic-prescriptive reading teachers is to find out some relevant background information on each student. There are five basic areas which need to be considered. These are:

1) Interests Attitudes
2) Reading Levels
3) Specific Skills (Pre-reading, word recognition, comprehension, and study skills)

*This information is taken from *Reading: What Can Be Measured?*, a pamphlet written by Roger Farr and published in 1970 by the International Reading Association.

4) Capacity

5) Related Areas (Vision, etc.)

Each of these areas may be diagnosed through formal and informal tests, observations or analysis of the activities assigned students. There is a place for all types of diagnosis in the program. Many times it is more efficient to use some type of tests initially to gather information on students. Presented below are some general suggestions related to the diagnosis of each of these areas.

Interests and Attitudes

Too often the interests and attitudes of the learner are given minor consideration when an instructional program is being planned. Many times a student can be motivated to do certain things when his interests are utilized in the program. Interests and attitudes may be determined in a variety of ways. One way is to use an interest inventory. Caution should be exercised in having a student, who is having difficulty reading, complete the inventory unless it is read aloud to him. Another useful technique for determining interests is the collage. Have students make a collage about themselves and what they like to do or want to be.

Teacher observation of students during free choice activity time is helpful in learning about interests and attitudes. By observing students talk and work with each other and by talking with them, important information is gained. Utilization of the students' interests does not mean that the only material read by a student should be in these areas. Rather the student should be given opportunities to use his interests in reading. This not only motivates him but allows him to see that the skills being learned have some usefulness and relevance for him.

Reading Levels

As was previously stated, the student learning to read has three reading levels:

1. Independent Level—This is where the student reads with ease without any help.
2. Instructional Level—This is where the student needs teacher assistance. He is successful but can use guidance.
3. Frustration Level—This is the point where the student's reading begins to break down. He should not be reading at this level.

These levels cannot be accurately determined by using a standardized reading test. Typically the standardized test gives the student's frustration reading level. The most useful tool that the reading teacher has for determining reading levels is the informal reading inventory (I.R.I.).* This series of graded paragraphs allows the teacher to learn the students' reading levels and to analyze both his word recognition and comprehension skills. Even though the I.R.I. must be individually administered, it is the most valid diagnostic technique that the reading teacher can have for determining where to place a student for instruction.

Too often reading level is equated with isolated skill measurement. Just because the reader can perform a certain set of skills, there is no assurance that he can read at a particular level. Therefore, the teacher must know the student's reading levels as well as his skill needs.

The diagnostic-prescriptive reading teacher needs to be able to administer, score and interpret the I.R.I. These inventories accompany most basals currently on the market. Published inventories are also available.** Many schools may choose to construct their own inventories. In any case, the I.R.I. proves to be a very valuable tool for determining reading levels and skill needs.

Specific Skills

Once the teacher knows the students' reading levels, there is a need to check the specific word recognition and comprehension skills. This may be done in part with the I.R.I. By analyzing the pupil's word call errors on the I.R.I., a picture of his word recognition skills in context is obtained. The analysis of the types of questions the student is able to answer shows his pattern of comprehension strengths and weaknesses.

Further information on the specific skill strengths and weaknesses of some or all students will be needed.

There are tests designed to measure a student's mastery of such skills. A test for each skill taught is provided. The student must then earn the designated level of accuracy before moving on to the next skill. In either case the teacher studies the pattern of errors

*A comprehensive booklet on this subject was written by Marjorie Seddon Johnson and Roy Kress. It was published in 1965 by the International Reading Association.

**Two good ones are *Screening Students for Placement in Reading* by Floyd Sucher and Ruel Allred, published in 1971 by Brigham Young University Press; and *Classroom Reading Inventory* by N.M. Silvaroli, published in 1972 by William C. Brown Co.

the student exhibits on both tests, I.R.I. and specific skill test, to determine whether or not he has mastered the skill or skills as set out by the behavioral objectives.

Capacity

Some measure of the student's capacity for learning to read is also needed. In light of what is known concerning language development and reading, listening comprehension appears to be one of the most valid measures of reading capacity. It must be remembered that capacity is a theoretical construct which is not absolutely proven.

The highest level where a student can listen and comprehend 75 percent of the material is defined as his capacity level. By comparing the listening score with the student's reading levels, the teacher is able to tell who is developing normally in reading and who is not. Examine the scores of the two students below.

	Listening Comprehension	Instructional Level
Student A	3	3
Student B	8	3

Student A is developing in line with his listening ability. He might profit from a program that has more emphasis in oral language, specifically, listening. Student B, however, has a much greater listening ability than reading ability. Therefore, it would seem that he has the potential to improve. A detailed examination of his reading would be needed to try and find out why he isn't improving. Maybe he just learns best by listening.

Related Areas

The diagnostic teacher must also consider the many areas related to reading when developing a student's program. This topic is much too broad for a detailed discussion in this document. However, it should be noted again that the diagnostic teacher needs to know about the student's vision, hearing, general health and background to build the best possible program. Knowledge of these factors can help the teacher when the teaching situations are being set up. They probably will not give the complete cause of the problem, but at least they can be considered in the type of program developed.

This is the area where the classroom teacher needs to call on other specialists. There must be a limit to what can be done in a certain amount of time. Therefore, the aid of other specialists can help the teacher in getting a complete profile on a student.

How Does the Diagnostic Teacher Organize for Instruction?

Organization and management of any reading program can be a problem. There are no easy answers to the situation. But in a diagnostic-prescriptive reading program the teacher has all the necessary information to begin to develop some strategies which will help alleviate the difficulties.

First, there is a need for a clear understanding of individualization. Too often this simply means "each-one-teach-one." This is an inefficient concept when one considers the numbers of students teachers have. Individualization should be seen as teaching students what they need. If certain students have the same need, then they are grouped together for instruction. This grouping changes constantly as the needs of the students change.

Two basic steps should be followed in organizing the class for reading instruction.

1) First, group students by instructional reading level.
2) Then, within each level group students by specific skill needs.

Following these two steps will lead the teacher to an organizational plan which has students with the same skill need and reading level together. In some cases the combining of reading levels will be done. This should be carried out with some caution because it is easy to frustrate or bore students. The idea of combining or not combining levels will be referred to in the next section.

After the organizational plan has been determined, management must be considered. One suggestion for managing a program with lots of activities is to build a time schedule following the sample outline given below.

	A	B	C	D
9:00				
9:10				
9:20				
9:30				
9:40				
9:50				
10:00				

The teacher should account for where he will be and what each individual or group will be doing independently while he (the teacher) is working with another child or group. At first this will need to be written out, but as the teacher grows in this skill the necessity of writing will become less. At the beginning of the program and when the students are younger, it is better for the teacher to use small time segments.

The management of the program also depends on developing routines of independence on the part of the students. This means having other activities available when the student completes a particular task. The use of learning centers can also help in the program. Students can learn to work independently at these centers. Here skills may be practiced or taught.

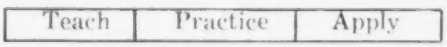
How Does The Diagnostic-Prescriptive Reading Teacher Teach?

The teaching strategies employed by the diagnostic-prescriptive reading teacher are the same as any other reading teacher would use. The only difference is that the needs of the students in relation to the prestated objectives of the program determine the order in which skills are taught. The diagnostic teacher does not cover the next skill in the book just because it is there.

The diagnostic teacher has a wide variety of teaching strategies to draw on and uses many methods. When available many materials are used.

In developing the skills listed in the behavioral objectives of the program, the teacher is careful to see that the word recognition and comprehension skills are taught in relation to each other. To do this, the instructional model presented in Figure 3 is used. Each skill is carried through these three steps.

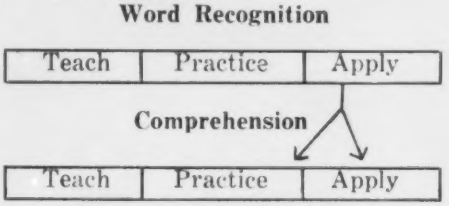
Figure 3 Instructional Skill Model



First, it is taught. This means that a model is presented or a situation set for learning. Then the student has a chance to practice the skill; this might be a game, work sheet or other activity. Once the skill seems to be at a mastery level an opportunity is provided to apply the skill in a new situation in context.

This model helps the teacher see how comprehension and word recognition can be developed together. In Figure 4 it can be seen that the word recognition application occurs during the comprehension practice and/or

Figure 4 Word Recognition Related to Comprehension



application. This must be planned by the teacher as a part of the instructional sequence. It should not be left to chance. If skills are to be of value to the student, he must be able to apply them. The application is essentially using the skill in a new situation. For word recognition this should be in context. This is why it is suggested that students be organized for instruction using both reading level and skill need. If the group is very similar or the same on these two factors, the teacher will be able to provide application for the group together and more easily see whether or not application takes place. Grouping students entirely by skill tends to produce a situation where application is forgotten because the range of levels is so great. Without the application, the skills are useless.

How Does A School Begin To Organize A Diagnostic-Prescriptive Reading Program?

Setting up a diagnostic-prescriptive reading program for a school needs to be done in a systematic manner. Before any plans may be carried out the support of the staff for such a program must be obtained. Failure to do this may lead the entire program to failure. Sufficient time for talking about the concept and seeing other programs in operation must be allowed. Once this support is obtained the steps listed here may be followed in getting a program started. A change such as this won't take place overnight. Therefore, patience and perseverance are crucial. Be prepared to slow down, stop or back up in the development. Take one step at a time.

1. Identify the reading skills which will be taught in the program. Go to professional books, materials, or consultants to develop a possible listing of skills. This listing or array of skills will form the basis for the content of the program. The skills should be clustered into possible groups

or levels for development on a scale from beginning reading to mature reading. These level designations will not be grade level designations; they will give *one possible* order in which the skills could be mastered by a "normally" developing reader. The skills listing might be taken from an already published listing and revised to suit the needs of the school involved including both students and teachers.

2. When the skills to be developed have been designated, a behavioral objective needs to be written or selected from existing lists for each skill. This objective helps the teacher know what to expect in terms of performance and skill mastery. Figure 2 shows how the skills and behavioral objectives function in the diagnostic teaching of reading. It can be seen in this figure that the behavioral statement leads to the type of test or assessment which will be used. If a student has already mastered the objective there will be no need for more instruction.

   However this does not indicate that there would not be a need for practice. Once a skill is mastered, it must be used to be maintained at the level of mastery. If the student has not mastered the skill, he will be given instruction and then rediagnosed after the instructional cycle has been completed. An example of a behavioral objective is given below:

   > The student will read three stories silently at his level and answer 80 percent of the inference questions.

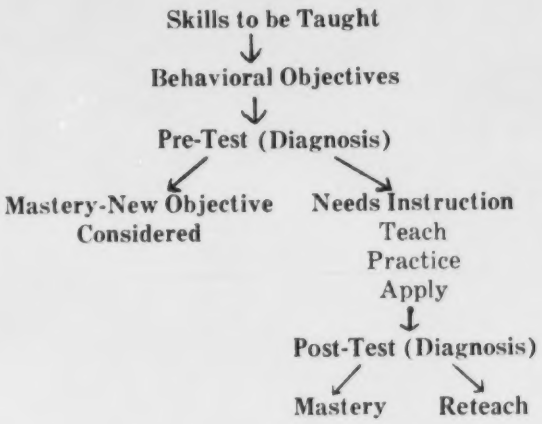
   Each behavioral objective designates the level of acceptable performance that is expected for a student to demonstrate mastery of the skill. This 80 percent level is arbitrarily determined. It should in no way be viewed as absolute. Some schools may want to raise or lower this level depending on the skill and the learner.

3. The behavioral objectives written or compiled from other sources reflect the type of tests or assessments to be developed. In the example previously given, there is a need for three stories at each reading level with inference questions. A second set of stories will be needed as a posttest.

   The assessments do not have to be formal, standardized tests. Informal, teacher-made tests or teacher observations of the student's work may be the appropriate type of assessment for certain objectives. It should be noted that in diagnostic teaching, diagnosis takes place during teaching and does not have to always be done in a formal testing situation. Checklists will be needed to guide the teacher's observation and give him a way of recording his observations.

   The assessment procedures located or developed should be group procedures where possible to allow the classroom teacher to assess several children at one time.

Figure 2 Behavioral Objectives in Diagnostic Teaching



4. The assessment procedures provide the teacher with the information needed to develop a program for each student. To be useful in managing the program and keeping a close record of where each student is in his reading, this information must be organized in some form.

5. The procedures for organizing and managing the program must be determined. How will grouping be used? What will be the role of learning centers and stations? Will teachers work in self-contained classrooms, in teams, or in open areas? Will teachers be grouped into units? These decisions are based on the skills of the teachers and the school.

   One of the big dangers in any reading program is that the skill components become so isolated that the reader does not tie them together and really learn to read.

This could be especially true in diagnostic-prescriptive teaching where each skill is assessed. When the procedures for organizing and managing the program are determined, careful consideration must be given to getting the skill areas tied together.

6. Finally, available materials must be keyed to the objectives. This means that all materials which go with a particular objective must be organized so that they can be easily located. This allows the student's needs and the skills listing developed by the school to determine which skills are taught next.

Inherent in each of these steps is the need for staff development. Just as children are all different, so are teachers. A staff development program will have to be devised that will assist teachers in developing the skills and techniques needed to carry out this type of program. Just as the reading program is diagnostic-prescriptive—so should the staff development program be diagnostic-prescriptive. The checklist presented at the end of this section may be used in checking a program to see what needs it has in relation to becoming a diagnostic-prescriptive reading program. If questions 1-8 are answered Yes and 9-10 are answered No, the program has the major components of a diagnostic-prescriptive reading program.

ANALYSIS OF THE DIAGNOSTIC-PRESCRIPTIVE COMPONENT IN THE READING PROGRAM

Directions: Check the appropriate answer for each question. Use the questions as a guide for developing the steps in the diagnostic-prescriptive reading program.

	YES	NO
1. Is there a listing of skills that are developed in the program?		
2. Is there a set of behavioral objectives for the program?		
3. Are there specific skill assessments for each behavioral objective used?		
4. Is there a system for keeping records of a student's specific reading growth? (Checklist, folder, etc.)		
5. Are published materials keyed to the objectives?		
6. Do teachers know how to use an I.R.I.?		
7. Do teachers have several teaching strategies for each skill?		
8. Is a systematic attempt made to look at the areas related to a student's reading? (Vision, hearing, etc.)		
9. Is one series followed in order for most or all students?		
10. Are student groups the same or nearly the same in June as they were in September?		

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Directed Reading Lesson

The directed reading lesson is a teaching strategy that readily applies to content area teaching because it meets needs at various levels. Readiness is emphasized and developed before the students are asked to read. Students are encouraged to read for a purpose, to relate the material to their background of experience and knowledge. They then evaluate the information by making judgments about the significance, accuracy, and pertinence of what they read.*

THE BASIC PLAN:
DIRECTED READING-THINKING APPLIED CONTENT FIELDS

1. Preparation for reading
   a. Investigating and expanding the background of student experience.
      1. Finding out what the students know.
      2. Noting the students' misconceptions.
      3. Filling in with information to give the students an adequate background for understanding the textbook.
      4. Arousing student interest.
      5. Giving them an awareness of the significance of the information.
   b. Previewing the reading material.
      1. Noting the basic structure of the information — the introduction, summary specific sections.
      2. Discussing the title and subtitles.
      3. Directing attention to the graphic aids: maps, pictures, diagrams, etc.
      4. Noting study aids: specific summaries, questions, vocabulary lists.
      5. Noting new vocabulary which is usually italicized in a textbook.
   c. Introduce the vocabulary pertinent to the fundamental concepts.
      1. Clarifying basically the fundamental conceptual terms, usually one to five in number.
      2. Analyzing the structure of the words, if necessary, to aid word recognition.
      3. Assisting students to bring their experiences to bear on the meaning of words.
      4. Alerting students to the specific meaning as the word is used in the text.
   d. Evolve purposes for reading.
      1. Evolving purposes in terms of the students' own backgrounds and needs and in terms of the understandings desired from materials.
      2. Helping students to think of purposes as well.
2. Reading the material silently.
   a. Noting the students' ability to adjust their reading to the purposes selected and to the material.
   b. Observing students to note specific areas of need.
      1. Vocabulary: recognition of the word, specific meaning as applied to the content.
      2. Comprehension: organization of data, finding answers to purposes, noting relationships within data.
3. Developing comprehension.
   a. Discussing answers to purpose questions.
   b. Clarifying and guiding further development of the concepts and vocabulary, introducing new vocabulary if needed.
   c. Assisting the students in noting organization of information and in recall of pertinent facts.
   d. Noting need for further information from both the text and other source materials.
   e. Redefining purposes; setting new purposes for reading.
4. Rereading (silent and/oral, in part or in entirety)
   a. Clarifying further the essential, pertinent information and concepts.
   b. Giving specific skill training in comprehension as indicated by needs of individuals and the group.
      1. Seeing organization of data.
      2. Interpreting data: drawing conclusions, making inferences, making generalizations, seeing interrelationships of data.
      3. Evaluating: making judgments, noting author's intent, seeing the significance of the material, noting the use of language.
      4. Applying information of real life situations, formulating new ideas, reorganizing old ideas.
      5. Noting use of words: emotive, new meanings, contextual usage, technical terms, indefinite and general terms.
      6. Setting up areas for further reading and research.
5. Following up the information.
   a. Setting up problems requiring further infor-

*A careful study of the reading/thinking process is outlined by Russell G. Stauffer in his book, *Teaching Reading As A Thinking Process.* The book was published in 1969 by Harper and Row, Inc.

mation.

1. Using problem-solving; delineating the problem.
2. Locating additional information.
3. Reading to get additional information.
4. Selecting and organizing pertinent ideas related to the problem.
5. Concluding and generalizing from data.
6. Preparing the presentation of the report.

b. Choosing supplementary recreational reading augmenting the topic to develop and extend interests, attitudes and appreciations.

c. Extending further understandings and clarifying further concepts as necessary.

d. Analyzing the information and helping students to relate it to their own lives.

The teacher is the key element in implementing the directed reading/thinking plan. By using a systematic approach to the teaching of content material, students are guided through the reading material. The reading/thinking plan goes beyond role learning and memorization of data. The teacher guides and directs pupils to seek information, to evaluate it, and to apply it.

The teacher is in command to guide, instruct, and develop the student's ability to think about the material. This procedure is very similar to the various study formulas which students can be taught to use. The SQ3R* is probably the most frequently used.

SQ3R

Survey The first step is to find the signposts and the second is to use them. Look at the title. Sometimes there is a review of the book on a book jacket, or the author may state his purpose in the preface.

The author shows you his main topics in the table of contents, provides you with an index at the back, and sometimes a bibliography. Each chapter itself has a title, with the main points in bold type throughout the chapter. This is where the author tells you the main points he intends to cover.

Under these main headings can be found subheadings. Especially helpful are the brief introduction and summary of each chapter. Following the author's own organization will keep you on the main tract without getting lost in details.

But if the author does not have a style which includes main headings and a summary, there still is a way to survey the chapter.

1. Read the first and last paragraphs.
2. Read the first sentence of every third paragraph.

NOW YOU ARE READY TO TRY IT!

Question Using questions as your study guide is the most effective way to remember what you read. As you survey the chapter let the title, main headings, subheadings, listings, italicized words, charts, and summary paragraphs suggest the questions. Turn these items into questions.

There are four other sources of questions.

1. Use review questions at the end of the chapter.
2. Use questions provided by the instructor if he provides them.
3. Use questions suggested by your lecture notes.
4. Use questions raised during class discussions.

Some tips on asking questions:

1. Ask questions *before*, not *after*.
2. Use the chapter title as your warm-up.
3. When you use the main headings and subheadings, try to think of more than one question. In addition to the "who-when-why-and how" type, ask more probing questions. For example, "what were the conditions," "what generalizations can be made from this," etc.
4. Grab those unfamiliar terms and italicized words. Find their meaning and relation to the main topic.
5. Don't be afraid to continue asking questions after you start reading. Change those questions that were inadequate.
6. When you ask a question, guess at the answer.

Read The key to reading in this stage of SQ3R is *selectivity*. This means being able to tell what is important from the less important and the unimportant. If it answers the questions, it is important. If it helps to answer (maybe by explaining a term) it is less important. It is not important if it fails to answer the question.

When you read to answer questions, often the core of meaning is described in a few words. Not all the material will be immediately relevant.

Selectivity means that you have flexibility when you read. You may move your eyes quickly down the paragraph looking for an answer to your questions. Then you may go back up the paragraph for explanations. Remember that there is no law that says you must read word for word from first to last. What you want is information that will answer the questions you have asked.

TRY IT.

Recite and write When you come to the informa-

*This formula is condensed from the book *Learning to Learn* by Donald E. P. Smith. The book was published by Harcourt, Brace and World in 1961.

tion that answers your questions, *stop*. Look away from the book and recite it to yourself. Think it through until you understand it fully. Check back if you need to until it's clear.

In this phase of SQ3R you are in the process of constructing your study guide for this chapter. As you tackle each part of this chapter, formulating your questions, jot each question down. When you come to the answer for each question, write in a few cue words or phrases that will help you recall the whole answer later on. Put these in your words, from your recitation, rather than the words of the author. Recitation is important for learning because it implants the information in your mind.

Remember that lengthy notes and underlining just postpone the time until you fasten that information in your mind. Your notes written under this method will have the greatest advantage since they answer the questions, and they are brief.

Review Review is necessary because we forget most of what we learn. In the SQ3R method, reviewing becomes easier because using the notes you have constructed, you can quickly get the whole picture of the textbook chapter. You do this by translating the abbreviations into complete questions and reciting the answers. When you are able to answer the question without looking at your notes, you know the material. This is called overlearning. If you must use your notes, this is called relearning. Overlearning and relearning are the principal methods of remembering.

When you review remember to:

1. Translate cue word questions into complete ones.
2. Cover the answer and try to recite it.
3. Check your response against the notes.
4. If correct, go on. If wrong, recite the answer.

Remember that review is most effective immediately after learning. The similarity between the steps teachers use in presenting a directed reading/thinking lesson fit very nicely into the framework of the SQ3R system students are taught to use.

If teachers and pupils are both following basically the same format, the learning process should be greatly facilitated. The following diagram compares the similarities between the two.

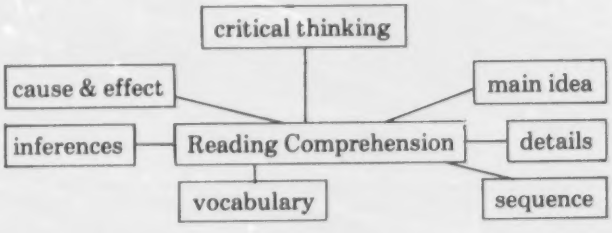
Directed Lesson*	**Study Formula**
Preparation for reading	Survey
Preview	
Establish purpose	Question
Read	Read
Develop comprehension	Recite
Reread	Review
Followup	

DESIGNING GOOD COMPREHENSION QUESTIONS

Skill in asking a variety of comprehension questions does not come automatically. It takes thought and practice to design a good set of 10 or more questions. Once a teacher learns, however, the phrasing of these questions comes quite easily. Well-phrased questions cause a student not only to respond to the factual information of a reading selection, but to answer queries about main ideas, understanding facts, cause and effect relationships, sequence of events, vocabulary unique to the selection, subtle inferences in material, and critical evaluation of the selection.

Often teachers ask comprehension questions requiring only a factual response. Repetition of this pattern tends to stifle the reading expectations of students causing them to "only look for facts." This could strip good reading material of its vitality and may defeat the purpose of instilling in students the desire to read.

The following illustration demonstrates the various types of questions which can be asked:



TYPES OF COMPREHENSION QUESTIONS*

Below are the varieties of comprehension questions and examples of ways to phrase them.**

1. Main Idea

Type 1:
What would be a good title for this story?
What seems to be the main idea of the story so far?

Type 2:
Why does Betty call Susan?
What does Mary want Tom and Janet to do?

*This material is from the book *Comprehensive High School Reading Methods* by David L. Shepherd. It was published in 1973 by Charles E. Merrill Publishing Co.

**Both the questions and the guidelines are from the article, "Creating Questions for Informal Reading Inventories" written by William J. Valmont. It appeared in the periodical, *The Reading Teacher*, published in 1972 by the International Reading Association.

2. Details (facts)

Who turned off the television?
What did Freddy take to the mill?

3. Inferences (requiring one supportive fact from the text)

Why do you believe the shopkeeper was either rich or poor?
What makes you think Mr. Beard was or was not a baby when his father became a citizen?

4. Drawing Conclusions (requiring two or more supportive facts from the text)

Why do you or don't you think Mike would like truck drivers?
(Stated: Mike liked far away places. Stated: Truck drivers talked about far away places.)

5. Organization (sequence)

Type 1:
Into how many parts could this section of the story be divided? Why?

Type 2:
Name, in order, three things Mike did when the burro arrived?

6. Cause and Effect

What will happen now that the old man found a one hundred dollar bill? (cause stated)
Why did Billy's mother make him sit in a chair? (effect stated)

7. Vocabulary

Type 1:
What is a cactus?
What does "Put a damper on" mean?

Type 2:
What did the word *trips* mean in the story? (effect of drugs)
What does *green* mean in this story? (immature)

8. Critical Thinking

Based upon the facts from the article, in your own judgment should the gang war have occurred?

SOME GUIDELINES

Even with the preceding examples as a guide in question preparation, there are many pitfalls to avoid. The following hints — if examined closely — may help avoid many common difficulties encountered in designing comprehension questions.

1. Questions should follow the approximate order of information presented in the passage.

2. It is generally preferable to place a main idea question first.

3. Ask the most important questions possible.

4. Check the sequence of questions to insure that a later question is not answered by an earlier one.

5. Check questions to insure that two or more questions do not call for the same response, fact, or inference.

6. A question that is so broad that any answer is acceptable is a poor question. If special questions to test divergent thinking are created, insure that reasonable, logical responses may be made.

7. A question that can be answered by someone who has not read the passage (except for some vocabulary questions) is a poor question.

8. Avoid formulating questions whose answers call for knowledge based on the pupil's experience rather than his reading or applying information given in the story.

9. Questions are generally constructed to measure the student's comprehension of written matter. Therefore, insure that accompanying pictures do not aid the student in answering questions.

10. Keep your questions short and as simple as possible. Do not include irrelevant statements.

11. Generally, state questions so that they start with who, what, when, where, how, and why.

12. Do not let "correct" grammar or syntax unnecessarily complicate the questions.

13. Avoid stating questions in a negative manner.

14. Avoid overusing questions which require pupils to reconstruct lists, such as "List five ingredients," or "Name four characters," or "Tell six places," and the like. Anxiety or memory instead of comprehension may influence the pupil's performance.

15. Avoid writing questions with multiple answers which fail to establish specifications for the response.

Poor: What happened after Susan heard the telephone?

Better: What was the first thing that happened after Susan heard the telephone?

16. Do not mistake a question that calls for the reporting of several facts or details as an organization or sequence question.

17. To learn about a pupil's grasp of the vocabulary, ask the pupil to define the word, not to recall a word from the story.

Poor: What word told you about the age of the man?

Better: What does "old" mean?

18. Avoid stating a question as if to call for an opinion when asking the pupil to relate a fact.

Poor: How do you think Skip got to the store?

Better: How did Skip get to the store?

19. If a question is asking for a judgment, phrase it as "Why do you or don't you believe. . . ." Do not give away the information called for.

20. Avoid asking questions about which the child has a fifty-fifty chance of being correct — "yes-no" questions, or "either-or."

References

Betts, Emmet A. *Foundations of Reading Instruction.* New York: American Book Company, 1946.

Johnson, Marjorie Seddon, and Kress, Roy A. *Informal Reading Inventories.* Newark, DE: International Reading Association, 1965.

Summary:

It is necessary to assess student needs before changing instructional strategies and to organize these findings in order to incorporate them most effectively into classroom learning. With this information clearly in mind it is no longer difficult to select appropriate comprehension questions and to insure that most students have the necessary background to answer these questions with a certain degree of success. The previous chapter has given specific suggestions for accomplishing this part of a reading program.

4 Program Planning Design

Introduction:

A key factor for determining success of program planning and needs assessment is the ability of the planning team to work together. The planning team or task group is composed of a nucleus of teachers from various subject areas or unit levels, administrative staff, person(s) with background in curriculum design and a subject-matter specialist(s).

This task group (or program planners) function as facilitators in implementing a program design by soliciting teachers' input, organizing this information, and presenting the information back to the teachers in functional form. The task group *does not* and *should not* work in isolation from the staff or staffs that will implement the program.

There are four factors a school system or school corporation's program planning team will want to investigate when implementing *program planning* and *needs assessment* procedures:

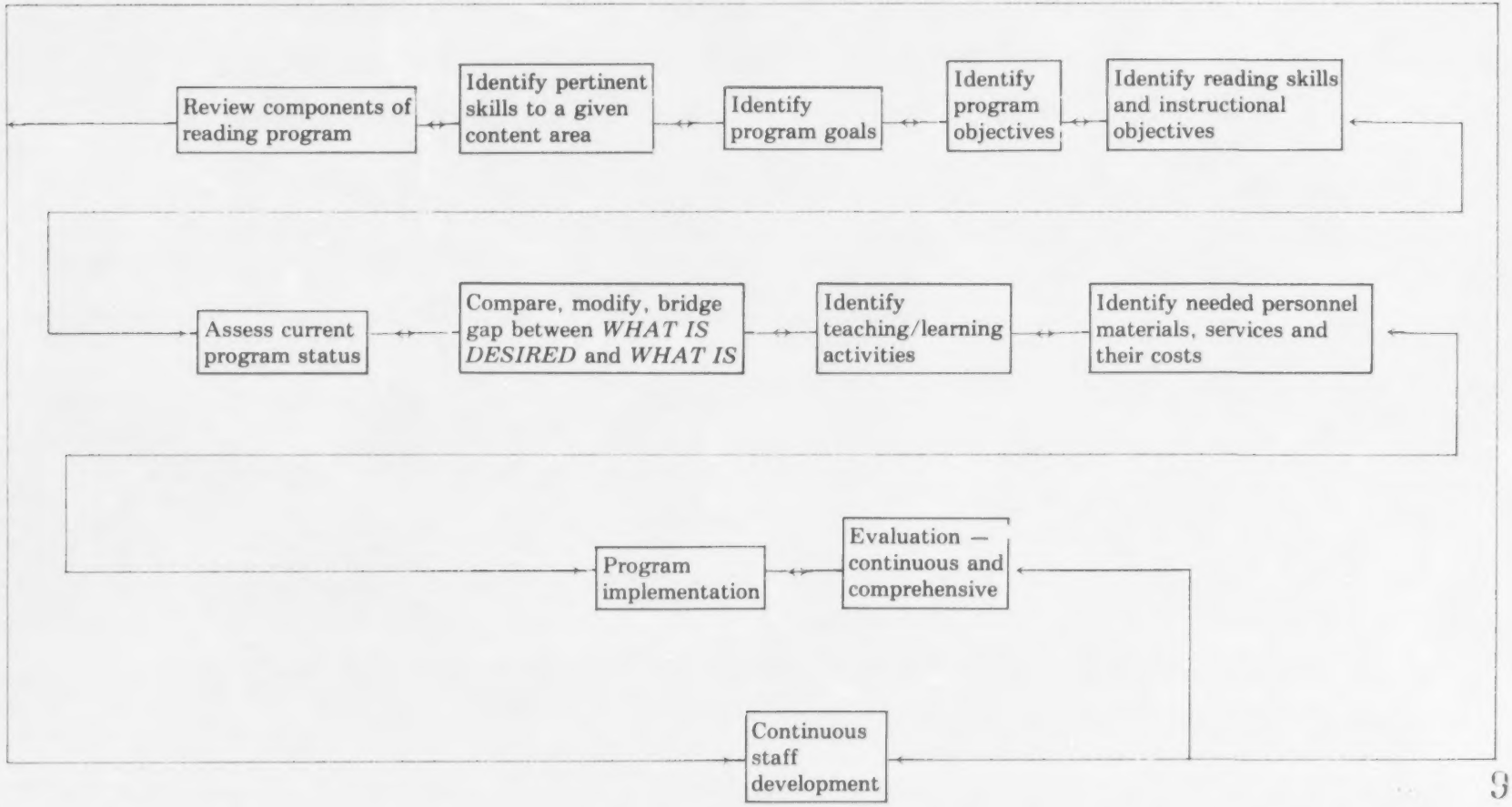
1. Determine what the desired program should be.
2. Evaluate your present program.
3. List the differences between what is desired and what currently exists.
4. Plan and implement strategies to close the gap between what is desired and what currently exists.

All too often frustration arises when teachers and administrative staff are suddenly thrust into a position of writing goals and objectives for a given program such as *reading*, without a structure or procedural base to follow. The content is seemingly so broad and diverse that finding a starting point with which to begin development appears all too nebulous and evasive. A question most frequently asked is, "Where do we begin?"

The Division of Reading Effectiveness recognizes knowledge of research in reading, reading methodology and strategies, knowledge of adolescent development, local school and community needs and the experiences of educators as key elements in establishing program design.

Included in this chapter is a flow chart listing the components of a secondary reading program design. Procedures for choosing priorities and for setting goals and objectives also are outlined in this section. Operational guidelines for task group functioning and a design for reading evaluation are discussed. The final section of the chapter is devoted to an individual plan of action.

Flow Chart: Reading in the Content Areas Program Planning Design


Review components of reading program
Identify pertinent skills to a given content area
Identify program goals
Identify program objectives
Identify reading skills and instructional objectives
Assess current program status
Compare, modify, bridge gap between *WHAT IS DESIRED* and *WHAT IS*
Identify teaching/learning activities
Identify needed personnel materials, services and their costs
Program implementation
Evaluation — continuous and comprehensive
Continuous staff development

Choosing Priorities

Choosing a focus for a reading program is one of the most important decisions faced by the program planners. This decision should be based on a needs assessment of students, faculty, community, and an evaluation of instructional materials. After goals are set, it is necessary to choose and give priority to specific objectives for content areas.

A written outline of these components insures optimum success. Evaluation of this plan of action should be continuous and ongoing so that important components can be recycled and upgraded.

Goals

Ranking educational goals in priority order is a valuable process for all faculty members. This process is called "We Agree." The object is to determine three or four goals which are the consensus of the entire faculty.

Step one: The faculty should be divided into small groups with no more than six members in each.

Step two: Each member should receive 10 cards with a specific goal typed on each card. Some goals that seemingly have commonality among schools are: improve self concept, desire for learning, skills in the 3 Rs, wise use of leisure time, respect for others, ethical and moral values, multicultural understanding, sense of patriotism, preparation for employment and knowledge of world problems.

Step three: Each person should arrange these cards in priority order and *define* the first four that he or she has chosen.

Step four: Members of each group should take turns reading and comparing their priorities in an effort to reach group consensus on priority ranking. All group members must be able to say "We Agree" before proceeding to the next step. Definitions may have to be expanded to clarify priority ranking.

Step five: Each group should choose a spokesperson who meets in an open forum to reach a consensus just as the smaller group has done. However, the representative may not change the priorities of his group or its definitions without the group's approval.

This process is a beneficial foundation for program planning. It can be used within departments or for the entire school staff. There is value in repeating this process to strengthen and reaffirm program continuity within the school. After goals have been selected, write them on the chart included in this section. The goals must be translated into specific classroom objectives before they can be implemented.

Objectives

Pertinent objectives should be identified and selected by the teachers responsible for implementing them.

It is important that as many teachers as possible be involved in the identification of objectives so that agreement and continuity of instructional implementation are attained. If all members of a particular department have shared in the process of identifying instructional focus, it is highly likely that the program will be supported.

The list of objectives provided is by no means complete and should be modified to fit the needs of the local school corporation. The chosen objectives should be listed under the appropriate content area on the following chart. The objectives can be listed on the chart by number. This process saves space and allows the teacher to develop a more comprehensive list of objectives — such as: prereading, word recognition, comprehension, study skills, interest, attitudes and values.

A school's goals and instructional strategies for implementing objectives can be graphically illustrated on the chart on page 82.

Content Area Objectives

PREREADING

1. Socialization — Group Activities
Students will be able to cooperate and participate in group activities.

2. Socialization — Self Concept
Students will be able to view themselves as capable and important individuals.

3. Auditory — Visual Discrimination — Letter Identification
Given several letters of the alphabet, students will be able to select specific letters named by the teacher.

4. Language Development — Spoken and Printed Words
Students will demonstrate that they know the words they hear are the same words that are written in the books the teacher reads aloud.

5. Listening Comprehension — Story Meaning
Students will demonstrate the ability to listen to and comprehend materials which the teacher reads aloud by retelling the main ideas, reacting to various ideas or anticipating events or endings.

WORD RECOGNITION

1. Sight Words — High-Frequency Words

goals

content area objectives

english	social st.	math	science	_____	_____
prereading					
word recognition					
comprehension					
study skills					
interests, attitudes, & values					

goals

content area objectives

english	social st.	math	science	_____	_____
prereading					
word recognition					
comprehension					
study skills					
interests, attitudes, & values					

Given common words selected from a list of high-frequency words, students will recognize any word after a flash exposure.

2. Context — Word Identification
Given a sentence in which a word has been omitted, students will use the context of the sentence to determine the missing word.

3. Structural Analysis — Inflectional Endings
Students will be able to decode a word by identifying root or base words and endings which change the tense of verbs or the number of nouns or which indicate possessives.

4. Structural Analysis — Prefixes and Suffixes
Given a list of prefixes or suffixes with their meanings and a list of root words, students will add a prefix or suffix from the list to each word and write the meaning of the newly formed word.

5. Structural Analysis — Compound Words
Given a list of compound words, students will identify the component parts of the compound words.

6. Structural Analysis — Contractions
Given a list of expressions such as "are not," "will not," etc., students will write them as contractions and include their apostrophes.

7. Structural Analysis — Syllabication
Students will be able to use syllabication to break words into smaller units which they can pronounce and blend back into a word which makes sense to them.

8. Application — Trade Books
Given a trade book, students will read the book, making use of the word recognition skills they have learned.

COMPREHENSION

1. Vocabulary — Synonyms
Given pairs of words, student will identify those which are synonyms.

2. Vocabulary — Antonyms
Given pairs of words, students will identify those which are antonyms.

3. Vocabulary — Homonyms
Given a series of words, students will identify the set of homonyms contained therein.

4. Context — Word Meaning
Given a sentence containing a word with an unfamiliar meaning, students will use the context of the sentence to determine the word's meaning.

5. Context — Multiple Meanings
Given pairs of sentences containing the same word, but in which the word has different meanings, students will identify the meaning of the word in each context.

6. Literal — Specific Information
Given a paragraph, students will locate the sentence which answers a specific question.

7. Literal — Reading for Details
Students will demonstrate their ability to identify details by listing a given number of specific facts contained in a given selection.

8. Literal — Determining Sequence
Given a list of events from a selection, students will arrange them in sequence.

9. Literal — Main Idea
Students will select from a list of three statements the one which most closely describes the main idea in a given sentence.

10. Interpretive — Recognizing Emotional Attitudes
Given a short story, students will locate and list the words which identify the main character's feelings.

11. Interpretive — Relationships
Given a selection of cause and effect relationships, students will identify these relationships by matching each cause statement with its corresponding effect statement.

12. Interpretive — Character Identification
Given a list of characters from a specific story, students will identify the characteristics of each as implied by the content of the story.

13. Interpretive — Character Reactions
Given a selection in which one of the characters demonstrates a definite reaction to another character or an event, students will state the character's reaction and the possible reason for the reaction.

14. Interpretive — Character Analysis
Given a story in which there are two characters of widely different personalities, students will identify and state the similarities and differences between the two characters.

15. Interpretive — Character Affect
Given a story in which the main character reacts in a variety of ways to different situations, students will identify and state each reaction as being either reasoned or emotional.

16. Interpretive — Drawing Conclusions
Given a story without its ending and three different conclusions, students will select the conclusion which best predicts the story's ending.

17. Interpretive — Predicting Outcomes
Given the first part of a story, students will state what they anticipate the outcome of the story will be.

18. Interpretive — Sensory Images
Given phrases containing sensory images such as "silky fur," "bitter apples," etc., students will identify the sense suggested by each phrase.

19. Interpretive — Generalization
Given a selection containing two or more ideas or aspects concerning a topic, students will form and state a generalization about the topic.

20. Interpretive — Relevant Information
Given a prepared selection on a topic in which some of the information is relevant and some is not relevant, students will list the relevant information.

21. Interpretive — Humor
Given a series of jokes, students will identify the element of humor in each joke.

22. Interpretive — Plot
Given a story, students will identify the plot of the story.

23. Critical — Fact or Opinion
Given a group of sentences, some of which are facts and some of which are opinions, students will state which are fact and which are opinions.

24. Critical — Controversy
Given a controversial statement, students will locate and read information which supports or nullifies the statement.

25. Critical — Advertisement
Given an advertisement in which the purpose is to sell a product, students will state his reaction to the author's ideas in light of the "sales pitch" approach.

26. Critical — Moral and Value Issues
Given information on a subject involving a moral or value issue, students will form and state a judgment concerning the issue and state the reasons for their judgment.

27. Critical — Judging Content
Given the title of a nonfiction book, students will state what they would expect to find in terms of information in the book.

28. Critical — Evaluating Information
Given a selection of information pertaining to one topic, students will state which information is of enough importance that it should be retained.

29. Critical — Relating Personal Experience
Given a story in which one of the characters has a rather common experience, students will verbalize personal experiences they have had that are similar in nature.

30. Critical — Author's Attitude
Given a selection in which the author implies a definite attitude, students will identify and state the attitude of the author.

31. Critical — Author's Qualifications
Given a short selection and the biographical data on different authors, students will state which author would be most qualified to write the selection and why they feel that author would be most qualified.

32. Punctuation — Period
Given a selection to be read orally, students will demonstrate their understanding that a period indicates the end of a sentence by dropping their voice on the last word and stopping before continuing on to the next sentence.

33. Punctuation — Question Mark
Given a selection to be read orally, students will demonstrate their understanding that a question mark indicates that a question is being asked by raising their vocal inflection on the last word and then stopping.

34. Punctuation — Comma
Given sentences in which commas have been used to imply different phrasing, students will verbalize the correct phrasing of each sentence and explain the meaning of each sentence.

35. Punctuation — Exclamation
Given a selection to be read orally, students will demonstrate their understanding of the exclamation mark by reading the sentence in an excited tone of voice and then stopping before going on to the next sentence.

STUDY SKILLS

1. Work Skills — Following Directions
Given an oral command, students will be able to follow its directions.

2. Alphabetizing — Words
Given a group of words in random order, students will arrange them in alphabetical order.

3. References — Dictionary Guide Words
Given a list of words, students will identify the dictionary guide words for each.

4. References — Dictionary Definitions
Given a dictionary and a list of six words, students will locate their definitions and write a sentence using each word.

5. References — Dictionary Variant Meanings
Given a dictionary and several sentences containing the same multi-meaning word in different contexts, students will use the dictionary to identify the meaning of the word as used in each sentence.

6. References — Dictionary Pronunciation Key
Given the pronunciation key for the diacritical markings in a dictionary, students will correctly pronounce a list of words containing the same diacritical markings.

7. References — Encyclopedia Guide Words
Given a specific topic, students will locate the information in an encyclopedia and identify the guide words for the topic.

8. References — Encyclopedia Index
Given an encyclopedia index, students will locate specific topics within it.

9. References — Encyclopedia Key Topic
Given a reading selection of factual material, students will identify its key words which may be used to locate additional information in any encyclopedia.

10. References — Reader's Guide
Given several topics and the *Reader's Guide to Periodical Literature*, students will locate at least two sources of information for each topic.

11. Library Skill — Card Catalogue
Given a list of books, students will locate each one in the card catalogue of their school library.

12. Parts of Books — Table of Contents
Given a reading text, students will demonstrate their ability to use the table of contents by identifying the pages on which a specific story begins and ends.

13. Parts of Books — Glossary
Given a textbook and a list of words found within its glossary, students will locate the glossary and list the definition it gives for each word.

14. Parts of Books — Index
Given the index of a book, students will locate specific topics within it.

15. Parts of Books — List of Maps and Illustrations
Given a list of maps and illustrations, students will identify the page or pages on which a specific map or illustration may be found.

16. Parts of Books — List of Tables and Figures
Given a list of tables and figures, students will identify the page or pages on which a specific table or figure may be found.

17. Parts of Books — Chapter and Section Headings
Given a book containing chapter and sectional headings, students will locate specific, desired information in response to a guide question using these headings.

18. Parts of Books — Side and Paragraph Headings
Given a book containing side headings and paragraph headings, students will locate specific, desired information in response to a guide question using these headings.

19. Parts of Books — Footnotes
Given a book containing footnotes, students will demonstrate their understanding of the footnote by using the information it contains to locate the original source or additional information.

20. Newspapers — Index
Given a newspaper index, students will locate specific information in the newspaper.

21. Telephone Directory — Specific Information
Given a telephone directory, students will locate specific information within it.

22. Tables and Schedules — Time Table
Given a time schedule, students will interpret its contents by completing an information table.

23. Graphic Materials — Maps
Given a map, students will use its legend and key to identify any factual information it contains.

24. Graphic Materials — Globes
Given a globe, students will interpret its configuration by answering specific questions on its content.

25. Graphic Materials — Graphs
Given any graph, students will interpret its information by answering questions on comparisons between specific portions of its content.

26. Organizing Information — Outlining
Given an article, students will outline its main topic, subtopic, and details from the content of the article.

27. Organizing Information — Summarizing
Given facts or information pertaining to one subject, students will organize them by writing a short summary of their content.

28. Organizing Information — Classifying
Given several headings and a list of items, students will classify each one under its proper categorical heading.

29. Reading Rate — Skimming
Given a reading selection, students will quickly determine its general ideas by adjusting their reading rate to skim the material within a time limit.

30. Reading Rate — To Fit Purpose
Given a selection to read and a definite purpose for the reading, students will adjust their rate of reading to fit the material and the purpose. This will be evident through their ability to discuss the set purpose.

INTERESTS, ATTITUDES AND VALUES

1. Awareness — Information
Students will be aware of the information gathering potential of reading.

2. Awareness — Enjoyment
Students will be aware of the enjoyment which can be derived through the reading of literature.

3. Awareness — Personal Growth
Students will be aware of the opportunities for personal growth which reading provides.

4. Interest — Personal Needs
Students will actively seek out and examine books and other printed matter to explore their potential for fulfillment of a personal need.

5. Attitude — Recreational Reading
Students will frequently engage in recreational reading when faced with a number of alternatives for use of leisure time.

6. Attitude — Purposeful Reading
Students will frequently use reading as a means of gathering information, deriving knowledge and seeking understanding.

7. Value — Personal Purpose
Students will develop their own purposes for reading in relation to their personal value system.

8. Value — Involvement
Students will develop a sense of identification and emotional involvement with literature.

9. Value — Use of Resources to Locate Literature
Students will effectively use various resources to locate literature related to their enjoyment and information needs.

Establishing a Priority for Objectives

Whatever the particular subject area, it is vital to decide what concepts are most significant and deserving of greatest consideration. Below list what you consider to be five of the most important content priorities.

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
_____
_____

4. _____
_____
_____
_____

5. _____
_____
_____
_____

Operational Guidelines for Task Group

A task group is a committee of concerned people who are willing to serve in an advisory capacity to assist in the planning and implementation of a school's reading program. This group may be comprised of interested persons such as administrators, teachers and specialists, the school board, community members and students. It is possible to identify persons who wish to serve on a task group from the information gathered from the various assessment surveys in this manual.

The prime responsibility of the task group is the coordination of a content area reading program. This responsibility would include such things as:

1. Developing a process to increase total staff involvement in all phases of designing a content area reading program: goals and objectives, needs assessment, program implementation, teaching strategies, program evaluation and growth.

2. Developing a communication process to keep all school personnel informed of progress and updated on program activities.

3. Involving and informing the community of the content area reading program.

4. Supporting and encouraging others in their implementation of a content area reading program.

5. Assisting administrators in recognizing and understanding content area reading needs of students and in implementing staff development to meet teacher needs in content area reading.

The task group should be recognized as the catalyst providing the process by which teachers, administrators, and the educational community have input into the program design. The task group provides the thrust to get the job done. However, the task group should *never* assume the responsibility of being the decision-makers. It is imperative that the total staff and community work together to

design and implement the content area reading program. In other words, the total staff should have a comprehensive understanding of reading in the content areas and how it is being implemented.

Questions of interest to the task group may include the following:

How comprehensive is the content area reading program?
Are there additional objectives that should be taught?
Are too many teachers concentrating on the same objectives?
Do the objectives align with the total curriculum goals?
Are appropriate steps being taken to meet our goals?

These questions may in turn generate others pertinent to program refinement. Analysis of total staff involvement provides continuity of teaching efforts within a school. This can be achieved only by the total working together to identify and to understand common purposes.

Designing a Reading Evaluation

Accurate and comprehensive evaluation is needed to ensure quality reading programs. A well managed reading program will have clearly defined goals and objectives, which, if attained, will demonstrate the effectiveness of the program or, if not attained, will show areas where improvement is needed.

The most important outcome of any reading program is the success of individual students in relation to the goals and objectives of the program. Therefore, the most important level of evaluation should determine the progress made by students.

In order to evaluate student progress, several strategies may be used, such as standardized and criterion referenced tests, observation and other objective data, including the number of books read or performance in specific reading tasks.

Evaluation also is needed for other aspects of the program. To enable students to work in an environment conducive to success, evaluation should include areas such as teacher effectiveness, teaching methods, facilities and instructional materials and equipment. In addition, inservice training to upgrade teacher effectiveness should be evaluated. Therefore, many stages of the reading process will require evaluation in order to ensure that student goals and objectives will be reached.

A. **BASIC DECISION-MAKING DESIGN FOR THE SECONDARY READING PROGRAMS.** The following is a basic decision-making evaluation design for secondary reading programs. It shows the steps needed to put together an evaluation program. For example, the program to be evaluated may be a basic course for high school freshmen with goals related to improved rate of reading, study skills, vocabulary and comprehension. The decision might be to use a standardized test for each of the above areas. The evaluation decision is much broader than simply administering pre- and post-tests. The teacher might wish to determine the success level for each student based on the pre-test score. Also, other goals such as attitude toward reading may be involved. Objective measurement such as number of pages read, number of books checked out from room collection or specific class contributions could be noted to measure attitude change.

BASIC DECISION-MAKING EVALUATION DESIGN FOR SECONDARY READING PROGRAMS

Based on your beliefs (values) in reading and teaching reading.
Based on the environmental situation of which you are a part.

Continual planning and structuring of decisions	Alternatives (choices – limits)	Information Needs	Data Collection Procedures	Results
What do you want to teach, how, with what organizational patterns?	What are my choices and limits?	What information do I want to find out?	How and when will I collect information?	What happened? Did it work?
Should the objectives for the program be modified this semester?	List and implement objectives.	Expert and personal feedback on objectives. Performance on objectives.	Develop initial, weekly, midyear and final evaluations on objectives.	Study continuous data on accomplishment of objectives, procedures, materials, physical resources and organizational patterns.
Should the procedures to meet the program objectives be modified this semester?	List and implement procedures.	Expert feedback on procedures. Performance on procedures.	Develop initial, weekly, midyear and final evaluations on procedures	
Should the materials, and physical resources to meet the objectives be modified this semester?	List and implement materials and physical resources.	Expert and administrative feedback on materials, physical resources. Performance with all.	Develop initial, weekly, midyear and final evaluations on all.	Dependent upon results, terminate, continue, evolve or drastically modify training experiences.
Should organizational patterns to meet the objectives be modified this semester?	List and implement organizational patterns.	Expert and administrative feedback on organizational patterns. Performance in organizational patterns.	Develop initial, weekly, midyear and final evaluations on organizational patterns.	

IMPLEMENTATION
Is expertise maximally utilized?
Are teacher preferences and interests considered?
Can adequate samples of students' reading behavior be obtained?
Can diagnosis of growth and of specific skill needs be obtained?
Is scheduling simplified?
Can a variety of materials be employed?
Are the requisite resources within the school's means?

B. **EVALUATIVE TECHNIQUES FOR READING PROGRAMS.** Listed below are evaluative techniques for the total reading program. Questions are asked about various areas which will provide aid as an evaluation program is being devised. These techniques are related to those tasks which help bring about a good atmosphere for a reading program, in contrast to techniques which are used directly with students. However, students do gain because proper materials are used and because the staff is properly prepared, which indicates the importance of evaluation for all aspects of the reading program.

PROGRAM GOALS:

Objectives. Are the objectives of the program specific and clearly defined?

Operating Procedures. Are the operating procedures clear to all personnel involved, and is there evidence that they are working?

Evaluation. Is ongoing evaluation which is based on several devices and several points of view built into the program?

Staff. Are the supervisors, teachers and aides professionally prepared for their jobs? Is adequate inservice education available on a continuing basis?

Public Relations. Are parents, taxpayers and the general community well informed about the program's merits and needs?

Skill Building. Does the program provide sequential basic skill instruction with directed applications to a variety of reading situations?

Diagnosis and Individualization. Is corrective and remedial assistance provided and based on the prescription of ongoing diagnosis so that the specific reading needs of all students are met?

Materials. Does the program have an adequate supply of facilities, equipment and materials appropriate to the situation and goals?

Innovativeness. Does the program experiment with innovative materials, methods and organizational patterns according to a plan that anticipates, guides and evaluates the effort?

Facilities. Are the physical facilities of the program appropriate for the accommodation of personnel and materials in a manner leading to effective goal completion?

Comprehensiveness. Does the program provide the students and teachers with a variety of activities, services and materials?

C. **PRACTICES RELATED TO READING AND READING INSTRUCTION IN CONTENT AREAS.** One area of the secondary program that is of vital importance but difficult to accomplish is that of involving teachers not specifically assigned in the reading program. Social studies, science and mathematics teachers could benefit from inservice training provided by one of the reading teachers in the school. The following two checklists will help these teachers as they evaluate their practices in helping students to read material in their subject areas.

Teacher's Name: _____ Subject Taught: _____

The 20 practices listed below are often recommended in effectively teaching the special reading skills in the various content areas. Indicate the extent to which this practice applies to your classes.

	Almost Always	*Sometimes*	*Seldom or Never*
1. Text material used is suited in difficulty to the reading levels of students.	☐	☐	☐
2. Students are encouraged through assignments to read widely in related materials.	☐	☐	☐
3. At the beginning of the year adequate time is taken to introduce the format of the text and to discuss how it may be read effectively.	☐	☐	☐
4. The teacher is aware of the special vocabulary and concepts introduced in the various units.	☐	☐	☐
5. Adequate attention is given to vocabulary and concepts introduced in the various units.	☐	☐	☐
6. Provisions are made for checking on extent to which important vocabulary and concepts are learned, and reteaching is done where needed.	☐	☐	☐
7. The teacher knows the special study skills involved in the subject and teaches them.	☐	☐	☐
8. The course content is broader in scope than a single textbook.	☐	☐	☐
9. The assignments are made clearly and concisely.	☐	☐	☐
10. Students are taught to use appropriate reference materials.	☐	☐	☐

	Almost Always	*Sometimes*	*Seldom or Never*
11. Adequate reference materials are available.	☐	☐	☐
12. Plenty of related informational books and other materials are available for students who read *below grade* level.	☐	☐	☐
13. Plenty of related informational books and other materials are available for students who read *above grade* level.	☐	☐	☐
14. The teacher takes advantage of opportunities that may arise to encourage students to read recreational as well as informational reading matter.	☐	☐	☐
15. The teacher helps the poor reader to develop adequate reading skills.	☐	☐	☐
16. Readings from various textbooks are provided for those who cannot read the regular text.	☐	☐	☐
17. Students are grouped within the classroom for differentiated instruction.	☐	☐	☐
18. The teacher knows the reading level of the textbook(s) being used.	☐	☐	☐
19. The teacher knows the reading ability of the students from standardized tests, other evaluative materials and/or cumulative records.	☐	☐	☐
20. The teacher illustrates the dominant writing pattern of a given content area.	☐	☐	☐

D. CHECKLIST OF TEACHER PRACTICES RELATING TO READING INSTRUCTION IN HIGH SCHOOL CONTENT AREAS

	Very well	*Adequately*	*Not at all*
1. Do you repeatedly discuss with your classes effective study techniques for the reading goals of each course? Have you periodically reviewed these and practiced until students study well by habit?	☐	☐	☐
2. Do you teach specific vocabulary words and concepts special to your field or probably new to students and thoroughly check, from time to time, student understanding of these words and concepts?	☐	☐	☐

	Almost Always	*Adequately*	*Seldom or Never*
3. Do you weave into each course more reading material than the central text so that students have to use critical thinking to evaluate various presentations on the same topic?	☐	☐	☐
4. Do you consult, as the need arises, with all the following: cumulative file parents librarian counselor nurse other teachers record of standardized test scores reading, curriculum, or language arts coordinator?	☐	☐	☐
5. Have you arranged to see individual students who need personal (either advanced or corrective) attention?	☐	☐	☐
6. Do you define and analyze the specific subskills that limit the student's effectiveness in studying each reading assignment?	☐	☐	☐
7. Have you given clear assignments so that students know what you expect them to be able to do as a result of their exposure to the material read? (Have you worded your objectives for the students in performance language?)	☐	☐	☐
8. Do you encourage students to do library reading that parallels their course work?	☐	☐	☐
9. Have you suggested to your classes (or to individuals) books below their grade level as well as at and above grade level?	☐	☐	☐

E. **TEACHER SELF-INVENTORY OF TESTING.** The following is a good self-inventory to consider when working with test results. The ethical behavior of those entrusted with test results should be of the highest quality. All testing should be utilized to help students, not to harm them in any manner.

1. Do I make note of students whose behavior during the test strongly suggests that their test results will be invalid?

2. Do I arrange for students who were absent to "make-up" the test?

3. Do I rescore a sample of the tests to make sure that the scoring was accurately accomplished?

4. Do I check the accuracy of the addition of the part scores and of the pupil age data?

5. Am I careful to be explicit when I record pupil test data so that other teachers and personnel will benefit from a knowledge of my testing (e.g., rank the grade equivalents from high to low, show percentile ranks of all pupils in the classroom, etc.)?

6. Do I help pupils analyze the results on their second papers in terms of correct and incorrect responses?

7. Do I avoid at all times making a statement about any pupil's IQ to parents, other teachers, etc.?

F. **EVALUATION OF MATERIALS.** Good materials are necessary for a good reading program. Educators are constantly faced with decisions regarding the selection and utilization of materials. The following provides some structure for evaluating materials which might be utilized in a secondary reading program.

Name of Goal and Guiding Question

Social Class Experience. Is the student using materials appropriate to his experiential background?

Development. Does the material provide for the emotional and social development of the student?

Format. Do the physical aspects of the material present an inviting and attractive format which adds ease of reading?

Interest. Does the material provide for appeal to a variety of interests and develop deep and permanent interests in reading?

Validity. Have the reading materials proven worthy for usage through testing and previous application of them?

Illustrations. Do the illustrations in the material provide both informational data and aesthetic appeal?

Balance. Does the material present a balance between fiction and true-to-life happenings?

G. **CHECKLIST FOR EVALUATING THE INSERVICE PROGRAM.** The following checklist is for evaluating inservice reading programs. An inservice program which would have 'yes' checked for each question would be rather powerful. So much is dependent on inservice education that evaluation should be very carefully done. Ineffective inservice education is not only a waste of time but could actually lower morale of teachers and cause less rather than more productive performance.

1. Was the evaluation considered in the light of changing teaching procedures and pupil performance?

2. Was the purpose for the program to make equal opportunities for professional growth for all participants?

3. Were topics selected for study the most urgent needs of the group and were they of concern to all of the participants?

4. Were classroom teachers' instructional problems in reading discussed and suggestions for improvement of instruction in the classroom offered?

5. As a planned part of the program, were discussions and ideas which evolved from the inservice work transferred to the classroom setting?

6. Was the leadership role shared by teachers, principals, superintendents, instructional supervisors and reading consultants?

7. Was provision made for securing an open atmosphere of communication of problems and concerns between administrators and the teachers?

8. Was the program coordinated at all levels?

9. Were the overall goals and outcomes defined clearly from the beginning in order that the program be (a) understood by the participants and (b) appropriate for the work to be accomplished?

10. Was provision made for modifications of the overall plan as unforeseen problems and needs evolved?

11. Were teachers and administrators given help in selecting the materials made available for use in the program?

12. Was provision made to help teachers translate the results of research studies into classroom practice?

13. Were originality and creativity in teaching reading encouraged?

14. Were experienced teachers encouraged to make needed changes in their programs?

15. Were new teachers aided in becoming adjusted to the classroom?

16. Were consultants from outside the system who worked in the program well informed about the background of the local situation in order to aid them in making worthwhile contributions?

17. Did pupil performance in and enjoyment of reading improve as a result of the inservice program?

18. Was the level of instruction in the classroom improved as a result of the inservice program?

A good evaluation plan will provide objective data which will indicate success or failure of all aspects of the secondary reading program. Evaluation properly done will reassure all concerned that the program is successful or will point out those areas needing improvement. It is continuous in that a constant flow of information is provided to see that movement is being made toward the attainment of goals and objectives. Thus evaluation is a positive management tool which helps keep the secondary reading program moving in the right direction so that students will have success in reading.

1. **Checklist on Adequacy of a Reading Program's Statement of Objectives.** In any list of management steps, objectives must be determined before anything else. Staffing, organization and other management steps, including evaluation, occur only to fulfill the objectives of the organization. The following checklist will help determine if the objectives are adequate. Item 11 is especially important in that behaviorally stated objectives can be measured and evaluated, while statements such as "to have an appreciation of good literature" may prove difficult to evaluate.

	Excellent	*Adequate*	*Poor*
1. Were the objectives written in consultation with a) an evaluation specialist, b) an advisor from the state department of education, c) appropriate curriculum specialists and d) representatives of all personnel groups (administrators, nurses, teachers, librarian, etc.)?	☐	☐	☐
2. Are the objectives explicitly based on established needs of the student and staff population immediately involved?	☐	☐	☐
3. Is the counterpart *need* of each *objective* explained in the program rationale?	☐	☐	☐
4. Are general goal areas identified for the program?	☐	☐	☐
5. Are specific objectives stated for each general goal area?	☐	☐	☐
6. Have the objectives included *all* important objectives, without overlooking those that are very obvious, difficult to measure or hard to describe?	☐	☐	☐
7. Are the objectives stated in a logical organization which shows their implications for staffing, scheduling, equipping, preparation of staff, etc?	☐	☐	☐
8. Is the language of the statement of objectives direct and simple in style (jargon-free)?	☐	☐	☐
9. Is it written clearly enough and in sufficient detail so that *all* persons connected with the program can understand the objectives?	☐	☐	☐
10. If needed, are special wordings prepared for specific audiences – parents, governmental officials, students, teachers, administrators and auxiliary staff?	☐	☐	☐
11. Are the objectives stated in behavioral language so that program evaluation processes are easily developed?	☐	☐	☐

	Excellent	*Adequate*	*Poor*
12. Do the objectives specify the names or types of instruments to be used in gathering data for evaluation?	☐	☐	☐
13. Are the statements of objectives so clearly and specifically written that each of the personnel can identify operationally the instructional and organizational steps necessary to reach the program goals?	☐	☐	☐
14. Is ongoing evaluation of the effectiveness of the program itself one of its objectives?	☐	☐	☐

2. **A Checklist for Evaluating Classroom Organization for Teaching Reading.** The next management step following the selection of goals and objectives is that of creating an organization to achieve the goals and objectives. The following checklist provides items to consider when evaluating the organization that has been established to achieve the goals and objectives. It may well be that goals and objectives for an existing organziation have been changed. An important task may be to change the organization so that all resources can be utilized to ensure success. The checklist emphasizes the need to think about students and their needs, to formulate correct goals and to utilize successful instructional procedures.

STUDENT CHARACTERISTICS

Is a reasonable opportunity of success ensured?
Is stigmatization avoided?
Is a strong self-concept encouraged?
Is peer interaction facilitated?
Is pupil-teacher interaction facilitated?
Is student cooperation encouraged?
Are students' group-roles clearly defined?
Is student initiative encouraged?
Are student experience backgrounds and opinions utilized?
Is the learning situation learner-directed?
Can differing rates of learning be provided for?
Can the varied interests of students be met?

INSTRUCTIONAL GOALS

Are a variety of word recognition methods practiced?
Is flexibility of rate encouraged?
Is accuracy of word perception facilitated?
Do the skills of comprehension, whether they are literal, inferential, critical or appreciative, receive adequate practice?
Are the various study skills practiced?
Is a reasonable balance maintained between oral and silent reading?
Is content-area reading facilitated?
Is there opportunity for students to apply what they have read?
Are students' reading interests broadened?
Are students' reading attitudes and habits improved?

PLAN OF ACTION: CLASSROOM LEVEL

Name _____ School _____

School Corporation _____

Address _____ Grade Level _____ County _____

Below are listed components in a classroom level reading program which have been discussed during the seminar. The Division of Reading Effectiveness is interested in finding out which of these elements are already in use and which you plan to employ after you return to your school. Please check the response which applies to you.

	IN USE			NOT IN USE	
	Plan to continue as is	Plan to modify	Plan to discontinue	Plan to use	Do not plan to use
Needs Assessment Diagnostic Measures					
1. Student attitudes and interests					
2. Norm referenced tests					
3. Criterion referenced tests					
4. Informal reading inventory					
5. Textbook usage inventory					
6. Learning modality inventory					
7. Textbook readability checklist					
8. Fry estimate					
Prescriptive Teaching Strategies for the Content Area					
9. Individualized instruction					
10. Grouping by skill level					
11. Grouping by interest					
12. Directed reading lesson					
13. Rewriting/adapting materials					
14. Adopting high interest/low vocabulary materials					

PLAN OF ACTION: CLASSROOM LEVEL

Name _____ School _____

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Address _____ Grade Level _____ County _____

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Prescriptive Teaching Strategies for the Content Area					
9. Individualized instruction					
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12. Directed reading lesson					
13. Rewriting/adapting materials					
14. Adopting high interest/low vocabulary materials					

PLAN OF ACTION: BUILDING LEVEL

Name _____ School _____

School Corporation _____

Address _____ County _____

Below are listed components in a building level reading program which have been discussed during the seminar. The Division of Reading Effectiveness is interested in finding out which of these elements are already in use and which you plan to employ after you return to your school. Please check the response which applies to you.

	IN USE			NOT IN USE	
	Plan to continue as is	Plan to modify	Plan to discontinue	Plan to use	Do not plan to use
Needs Assessment Diagnostic Measures					
1. Staff attitude checklist					
2. Staff knowledge survey					
3. Staff skill level inventory					
4. Parent survey					
5. Community survey					
Program Planning Design					
6. Secondary reading program flow chart					
7. Selection of goals					
8. Statement of objectives					
9. Formation of task group					
10. Guidelines for task group					
11. Selection of reading specialist					

PLAN OF ACTION: BUILDING LEVEL

Name _____ School _____

School Corporation _____

Address _____ County _____

Below are listed components in a building level reading program which have been discussed during the seminar. The Division of Reading Effectiveness is interested in finding out which of these elements are already in use and which you plan to employ after you return to your school. Please check the response which applies to you.

	IN USE			NOT IN USE	
Needs Assessment Diagnostic Measures	**Plan to continue as is**	**Plan to modify**	**Plan to discontinue**	**Plan to use**	**Do not plan to use**
1. Staff attitude checklist					
2. Staff knowledge survey					
3. Staff skill level inventory					
4. Parent survey					
5. Community survey					
Program Planning Design					
6. Secondary reading program flow chart					
7. Selection of goals					
8. Statement of objectives					
9. Formation of task group					
10. Guidelines for task group					
11. Selection of reading specialist					

PLAN OF ACTION: BUILDING LEVEL

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School Corporation _____

Address _____ County _____

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4. Parent survey					
5. Community survey					
Program Planning Design					
6. Secondary reading program flow chart					
7. Selection of goals					
8. Statement of objectives					
9. Formation of task group					
10. Guidelines for task group					
11. Selection of reading specialist					

Summary:

Once the planning team has identified program goals and objectives, already available data, checklists and tests can be analyzed to:

1. Determine if data already collected provided information concerning what one wants to know;

2. Identify areas in which additional evaluation data needs to be collected.

The program planning/needs assessment model presented by the Division of Reading Effectiveness is offered as only one of many alternatives available to assist teachers, administrators, and educational communities in organizing procedures for program development.

POLICY NOTIFICATION STATEMENT

It is the policy of the Indiana Department of Public Instruction not to discriminate on the basis of race, color, religion, sex, national origin or age, in its educational programs or employment policies as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1), Public Law 218 (I.C. 1971 Title 20), Titles VI and VII (Civil Rights Act 1964), the Equal Pay Act of 1973, and Title IX (1972 Education Amendments).

Inquiries regarding compliance with Title IX may be directed to Mary Brennan Miller, state Title IX coordinator, Indiana Department of Public Instruction, 120 W. Market St., 10th Floor, Indianapolis, IN, 46204, (317)633-4978, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. — **Harold H. Negley, State Superintendent of Public Instruction**